

SPEECH ACTIVITIES

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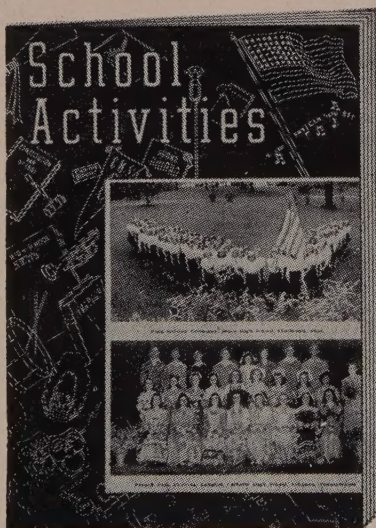


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SPEECH ACTIVITIES

Formerly Debater's Magazine

WINTER, 1950

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VOLUME VI

No. 4

North Central Association Stirs the Witches' Brew*

COMMITTEE BLASTS CONTESTS

Last March a committee of the North Central Association of Colleges and Secondary Schools submitted a report recommending the abolition of all interscholastic contests except athletics. The report is illogical, inconsistent, and especially with respect to speech is based on either inaccurate or prejudiced information.

At present the report has no force except as it offers encouragement to those principals who would like to eliminate contests because it would be easier to administer the school without such extra features for pupil participation. Unless vigorously and successfully challenged the report might lead to the adoption of a "criterion" for accrediting a school by the North Central Association. This would affect schools in twenty northern states from Ohio to Idaho and the idea might be taken up by the other accrediting associations.

Many principals and superintendents who appreciate the stimulus to excellence which interscholastic competition affords have already expressed their opposition to this committee report. Such opposition to be effective, however, must be expressed at the North Central Association meeting. Otherwise a small but determined inner group might take advantage of its position and general indifference to routine reports and put through a restrictive rule binding on all member schools.

NFL members in the North Central states should therefore urge their principals to attend the next meeting of the Association. to speak, vote, and act against

this resolution and any other which would arbitrarily restrict the right of the principal and his Board

Recommendations of the Contest Committee of the North Central Association, March 1950

1. **Music.** The Committee believes that contests in music tends to emphasize specialization in music rather than the general education aspects, that more emphasis should be placed on appreciation, enjoyment of, and participation in music, that the emphasis should be on the festival idea for musical events rather than contests. Interscholastic music contests should be discontinued.

2. **Art.** The art contests tend to emphasize and encourage a rather high degree of specialization and, therefore, do not serve the general education program of art. Contests in art also tend to create artificial goals. It is recommended that interscholastic art contests should be eliminated.

3. **Speech.** It is rather commonly felt that the success of a democratic form of life is dependent to great extent upon the intelligent study and exchange of ideas of persons within groups. It is also recognized that the solution of common problems in the democracy is not best arrived at through dramatic, eloquent, emotional speeches. On the contrary, deliberations on a highly intellectual plane should be more prevalent than they are in the solution of community, national and international problems. Intellectual provincialism can be greatly reduced by encouraging students to seek solutions to recognized problems not

of Education to determine the extent of contest participation for the students of that community.

only between schools and states, but between nations. Very little space in our democratic life is left for the long over-used dramatics and emotions in speech making. Nor is there much purpose in a democracy for formalized debates wherein parties resolve to win through eloquent presentations of a side with little if any regard to examination of the facts involved in a problem. The purpose of debate is to win a point, not necessarily to arrive at a solution to a problem.

The committee can see very little real good to be derived educationally from speech contests as most of them now are organized and conducted.

It is recommended, therefore, that the emphasis in secondary education be placed upon the ability to conduct oneself intelligently in group discussions. Emphasis should also be placed in teaching pupils to be able to convey verbally their thoughts in a group or before an audience, but not to win a point or attain an emotionalized victory. Interscholastic speech contests should be discontinued.

Scholastic Recognition. The Committee feels that in many instances undue emphasis has been placed upon scholastic achievement and the offering of awards for such, and that commencement exercises should not be used to present scholastic awards. It is recommended

*From the October 1950 Rostrum of N. F. L.

that all awards be so managed that the feeling of failure of recognition and achievement be held to a minimum number of pupils in the secondary schools.

8. **Athletic Contests.** The Committee feels that interscholastic athletics has a real place in the experiences of the pupils in secondary school. Interscholastic athletics, however, should not dominate the school program at the expense of other programs and activities within the school system. It should be so conducted so as to conform with acceptable educational purposes. It is recommended, therefore, that:

(a) Each state athletic association set limitations on the number of athletic contests which can be held during one season. No mid-week games should be scheduled.

(b) A minimum of time should be lost from study periods and school classes for athletic contests. **Schools should not be dismissed early for athletic contests for away-from-home games.**

(c) State athletic tournaments in those states where they are conducted should be conducted so that a minimum of school time is lost. Such tournaments should be so organized and operated that no educational abuse prevails.

10. **Sanctioned non-athletic contests.** It is recommended that the Commission on Secondary Schools continue to approve the list of sanctioned contests as provided by the Sanctioning Association of Secondary School Principals. The Committee recommends further that the Principals' Contest Committee greatly restrict its approval of contests.

C. General Recommendations.

1. It is recommended that the Contest Committee of the North Central Association be continued in order to:

(a) Study the reactions of these recommendations and propose criteria and/or regulations with respect to the recommendations.

(b) To continue a program of education with respect to all contests.

(c) To assist in implementing in the North Central Association controls of other organizations attempting to regulate contests.

2. It is recommended that the Contest Committee be empowered to formulate an organization composed of representatives of the various regional associations to work with the National Association of Second-

ary School Principals Sanctioning Committee and the National Federation of State High School Athletic Associations.

Respectfully submitted,

J. Standifer Keas, Oklahoma;
Otto Hughes, Indiana; Owen L. Robinson, Colorado; E. W. Bechtel, Minnesota; George A. Manning, Michigan; L. B. Fisher, Chairman, Illinois.

Administrative Committee

Dictated Report

The report, as submitted to the membership of the North Central Association was **not** the work of the contest committee. Said Dr. Fisher: "The original report as taken to Chicago did **not** recommend that contests be discontinued. Rather, it recommended that contests be minimized and carried on only in those places where it seemed justifiable to school authorities. Our recommendation was that more emphasis in the general education field be placed on music, art and speech. **This was changed for us at the annual meeting.**

"The Administrative Committee of the Commission of Secondary Schools brought about the change, for they felt that the recommendation was not strong enough." So said Doctor Fisher.

What an amazing situation! The committee in its study bypassed completely the principals and teachers in direct contact with the subject of its report and then the Administrative Committee arbitrarily substituted its personal views for the studied report of the committee it had appointed. Yet its own report piously notes that "the democratic form of life is dependent to a great extent upon the intelligent study and exchange of ideas of persons within groups."

Basis For Opposition

The Illinois Music Education Association proposes to fight the recommendation on the issue of procedure alone.

1. That the report was inadequately and unsoundly prepared.

2. That the mass of superintendents and principals were bypassed in any preparation of the report.

3. That the original report was over-ridden by opinion alone of the Administrative Committee.

4. That the activities in which a school engages should be the free option of the Board of Education

and the administrators of the local level.

We, as speech people must put forth every effort to block this undemocratic proposal. Don't be lulled into complacency. The report as passed in March, 1950, is definitely on the agenda.

Put your personal punch into the fight to prevent the NCA recommendation from becoming a grim reality that will deprive our American youth of their inherent right of self-expression.

THERE DAWNS A RAY OF HOPE **N. C. A. Contest Committee** **Recommendations**

Newsletter No. 1, 1950, presented pertinent portions of the North Central Association's Contest Committee Recommendations. Copies of the complete text of the document have been mailed to all N.C.A. member schools. Additional copies are available upon request.

Saturday, October 7, Dr. L. E. Vreevoe, Director of the Bureau of School Services, met with certain school people from throughout the state to discuss the recommendations. Those in attendance are attached to the following groups:

North Central Association, Michigan State Committee.

Michigan School Band and Orchestra Association.

Michigan High School Forensic Association.

Also, certain other school administrators were invited to share the discussion. The Michigan Intercollegiate Speech League sent observers to attend the meeting.

The prevailing atmosphere was such as to encourage all who have the best interests of speech education at heart. The discussion was open-minded and constructive. The following points emerged as the consensus of the thinking of the group:

1. Those present tended to favor the maintenance of the competitive spirit. Details of the structure for competition appear to be discussable.

2. Specific information needs to be given to the membership of the N.C.A. regarding the aims, practices, benefits, and problems of contests, festivals, etc., now in operation. To this end it was suggested that the next meeting of N.C.A. schools in Michigan (November 27, at Grand Rapids) devote a considerable por-

*From the Rostrum of N.F.L.

tion of its time to study along this line.

3. Speech in attendance felt that this whole situation can and should provide a long-needed impetus to speech education.

A Michigan School Band and Orchestra Association committee has been in communication with Dr. L. B. Fisher, Chairman, Contest Committee of the N. C. A. Under date of August 21, 1950, Dr. Fisher released to the music group the Interpretation printed below. Presented here, too, is Dr. Fisher's letter of September 8, 1950, to Mr. Dale C. Harris (Pontiac High School), President of the music group.

Interpretation of N. C. A. Contest Committee Recommendation Concerning Contests in Music, Art and Speech. By

Dr. L. B. Fisher, Chairman, Contest Committee, N. C. A. Association of Colleges and Secondary Schools

"The report of the Contest Committee summarily recommends that contests in music, art, and speech be discontinued. Because of this, some have the impression that the North Central Association imposes criteria and regulations from above upon member schools. Such method would be contrary to the aims and practices of the Association.

"No new criterion or regulation can be adopted unless a majority of the official delegates of the member schools present at an annual meeting of the Association vote in favor of the adoption. The official delegate of each member school is the administrative head of each member school.

"Personally, I do not feel that the Contest Committee will recommend as criteria that contests in music, art, and speech be discontinued.

"Before any definite criteria with respect to contests in these areas can be logically be made, secondary school personnel and officials of each of the 20 states included in the Association should be given ample opportunity to study curricular and extra-curricular needs in the fields of music, art, and speech. These findings and conclusions should be presented with recommendations to the state committee in each state. Each State Chairman, then should transmit these recommendations and findings to the Contest Committee.

"In other words, new criteria with respect to music, art, and speech should be the result of cooperative

study and solution of problems and needs in these significant areas of secondary school pupil experiences.

"The report of the Contest Committee has stimulated much thought about music, art, and speech—not only as contest vehicles, but as important curricular areas. We hope it will continue to stimulate thought and study in these fields and that the net result will be improvement."

L. B. FISHER,
Chairman, Contest Committee
North Central Association of
Colleges and Secondary
Schools.

**North Central Association of
Colleges and Secondary
Schools
Commission on Secondary Schools**

Reply to North Central Committee

GLENN E. MILLS

**Associate Professor of Public Speaking and Director of Forensics,
Northwestern University**

THIS article is a reply, from a speech point of view, to the March pronouncement of the Contest Committee of the North Central Association and the Fisher statement in the October number of the Nation's Schools. The present rejoinder supplements what I have previously written for the fall number of the Illinois Speech News and other publications. This reply will defend only the high school public speaking contests, even though all non-athletic contests have been attacked, because the professional workers in the other fields are better qualified to discuss their own activities.

The Fisher article in the October number of the Nation's Schools opens with this statement: "Activities of secondary schools in which the contest element is inherent constitute significant and vital experiences for students." It goes on to say that competition, contests, and rewards are part of "the very fiber of American traditions." Only the athletic contests qualify for this accolade, we are told. To prove this questionable assertion that only the athletic contests are inherently competitive, Fisher points out that many spectators find these events

September 8, 1950
"Dear Mr. Harris:

Thank you so much for your kind letter of August 25, 1950. I sincerely hope that you will continue to assist us in this problem so that we can finally come out with something that is acceptable. Some of the present report of the committee of which I am Chairman is not now acceptable. Our only hope is that we can work this out so that the boys and girls in the North Central area will have added opportunities in music, art, and speech.

"Please accept my kindest personal regards for your continued success and happiness."

Cordially yours,

L. B. FISHER,
Chairman, Contest Committee

entertaining. It cannot be that a professional educator is recommending that we evaluate a school activity in terms of its crowd appeal rather than in terms of its contribution to the proper education of the participants. This public-entertainment criterion could lead to the inauguration of school contests in television wrestling, for example. The argument more likely stems from a faulty analysis of competition.

In other words, competition cannot legitimately be defined on the overt, physical level exclusively. It is true that the physical-contact type of competition is sufficiently obvious for almost anyone to understand. That is what the gate receipts prove. This evidence does not prove, however, that intellectual rivalry is not competitive. But we are told that competition is not inherent in a speech contest because of the "meager attendance" at local and state levels. Attendance is sometimes meager and sometimes not, but the attendance factor is not inherent. An attribute cannot be called inherent unless it is inseparable from the given substance. In other words, if a large audience is voluntarily present for one speech contest, we should not say that meager attendance is inherent in that activity. For example, I have judged city championship debates that have filled high school auditoriums, and

I have been in audiences of 5,000 persons at state championship debates. These are not typical cases, but typicality is not the issue; Prof. Fisher raised the issue of inherency. As the editorial in the October number of *The Nation's Schools* pointed out, "The contest element is inherent in speech, insofar as its purpose may be the art of persuasion. . . . Extemporaneous speaking and debating are competitive. They seek to win acceptance of ideas." The inherent competitiveness of speech contests prompted numerous educational reformers to urge, about twenty years ago, that such events be abolished. It is patently clear that competition inheres in debate. Speaking of inherency, I wish to remind our critics that they must show inherent evils in contests before their recommendation can make any sense.

In another paragraph of the October article the speech teachers are told how not to conduct speech education: "The true art of speech—communication of ideas—cannot be learned by practicing adherence to models of accepted styles and correctness. It is not just an automatic skill that can be acquired through imitation." A professionally competent speech teacher would say, in effect that speech is more than the communication of ideas, and that it is not generally taught as an automatic skill which can be learned by imitating models. The criticized method is decades behind the times. It can be demonstrated, however, that a critical analysis of certain models is sound pedagogical practice. There is more good than harm in the judicious use of original oratory and oratorical declamation, too. The former can be used to advantage in the teaching of speech composition and delivery, and the latter has certain uses in the teaching of oral interpretation. These memorized devices are, in my opinion, less useful than the extemporaneous ones, but they do not deserve the uninformed criticism which has come from some sources. Finally, we are informed that decision debates "fail to suggest possible solutions and alternatives to problems," that a dogmatic position wins, and that eloquence may defeat logic. I don't know what "alternatives to problems" are, but I do know that

Turn to Page 155

N.C.A. Draws Fire from the A.F.A.

Fallacy of the Fischer Report of the N. C. A.

HUGO E. HILLMAN

WHEN early in 1950 the Contest Committee of the North Central Association drew up its recommendations with respect to interscholastic contests of all sorts it made a remarkably clear, definite and precise statement especially with respect to speech contests. The report is summarized in its last sentence of six words, "Interscholastic speech contests should be discontinued."

The committee is also to be congratulated for its refusal to quibble over extraneous arguments. They do not quibble for example about the educational outcome of speech contests and debating in particular. They admit frankly and state directly that through these contests young people learn to be 'dramatically eloquent,' and that in debate young men and women are trained "to win through eloquent presentations."

In making these admissions the Fisher committee has borrowed from the book of debate one of the best devices in the realm of debate strategy with the result that most of the champions of debate are caught as flatfooted as the first affirmative who finds his entire 1st constructive speech granted by the negative. Even Professor Mills in refutation of the Report (Rostrum, October 1950 p. 4) talks about 'conceding the obvious fact that debate is an important technique in our society.' Far from conceding it—this is precisely what the committee denies. What the committee concedes is that debaters acquire skill in winning their points but that since this skill is useful only in debate and debate is outmoded in our democratic society, speech contests (particularly in debate) should be discontinued.

Precisely where does the committee stand? If they admit that debating teaches people to be dramatically eloquent—to win their points—then what do they have against debate? What is wrong with it? That—that precisely—is what is wrong with it because, to quote the report:

"The success of a democratic form of life is dependent upon the intel-

ligent study and exchange of ideas of persons within groups . . . the solution of common problems of a democracy is not best arrived at through dramatic, eloquent, emotional speeches . . . deliberations on a highly intellectual plane should be more prevalent than they are in the solution of community, national, and international problems . . . very little place in our democratic life is left for dramatics and emotions in speech-making . . . the emphasis in secondary education should be placed upon the ability to conduct one's self intelligently in group discussions . . . in teaching pupils to be able to convey verbally their thoughts in a group or before an audience but not to win a point."

The issue then simply is whether or not 'dramatic eloquence' or "skill in winning a point' or what the teachers call "skill in persuasion" or what Dale Carnegie calls the ability to "influence people" are worth while educational objectives. The question is whether or not the eloquent man skilled in the arts of persuasion is, in our modern democratic society, as useless as the "dodo."

One way to the answer for this question is to look at the record—the record of human experience. Would we be better off today if the course of human history had not, to some extent, been shaped by the dramatic eloquence, the skill in winning a point of St. Paul, St. Augustine, Patrick Henry, or Abraham Lincoln. The answer, I believe, is obvious. The world or parts of it were made a better place in which to live because these men and a score of others were able by their dramatic eloquence to persuade their fellow-men to do what was right and just and good, at a particular juncture or in a particular crisis in human history.

But this was the past. We educate today for our modern democratic society. The success of which says the committee, "is dependent to a great extent on the intelligent study and exchange of ideas of persons within groups." A society in which "the solution of common problems is not best arrived at through eloquent speeches." With

the fine precision of statement which characterized all of the report it should be noted that the committee here did not deny that in our democracy **as it is practiced** dramatic eloquence occupies an important place but said simply that problems are "not best arrived at" in this way. They are speaking, therefore, of the "best" or ideal democracy. And there could be no question that for training for the ideal democracy is they conceive it a case might be made for the position they take. Many leaders in the field of speech have been taking this position for the past 20 years contending that debate is outmoded and that discussion is the "essence" of democracy and that the discussion process is the "essence" of the function of a citizen of these United States. The nub of the problem is of course whether or not our democracy **is**, or is likely to become, this type of process. The committee wants "deliberation on a highly intellectual plane for the solution of community, national and international problems." In other words the group process of the "solution finding."

Debate of course is not cut to this measure. Debate is a process for achieving decisions, a technique for securing the adoption and action upon a proposal. It is a device for decision-making.

But what is our democracy and what are we as citizens in it? What is the essence of our job as participants in a democracy? Were we not called upon to function ten times as "decision-makers" to once as "solution-finders" in the problems we faced in recent months? Did they come to us as questions for discussion? Or do they come to us as propositions for debate? Were we (as citizens) asked: "What are we going to do about Korea? About China? About Russia?" Or was it a question of war versus appeasement in Korea? Of checkmating or appeasing Russia? In our most important exercise of democracy, it is not a question of how are we going to get an occupant in the White House, but the debate proposition of one candidate against the other. Our job as citizens is seldom one of solution-finding or problem-solving. Nine times out of ten it is one of decision-making. In democracy as it is, it is not the people who "rule" but the legislators. We only, and then rarely, decide between al-

ternative courses of action. Such is democracy as it is.

Now the opponent of debate may argue that he is speaking of the ideal situation and contend that what I am speaking of is not democracy as it should be. He may contend that ours is a very imperfect democracy and that in his ideal democracy things are going to be different. In it the questions of the day are going to be settled by "deliberations on a highly intellectual plane." That, I agree, is going to be wonderful. As a matter of fact, it will probably be Utopia. My problem is what will we do in the meantime? Should we be preparing our students for a life in Utopia or should we prepare them for life as it is.

To teach young men not to "debate" and to fail to teach them to be dramatically eloquent and persuasive in a world in which there will be men who will debate and who will be dramatically eloquent, is like teaching young men not to fight in a world in which there will be men who will take up the sword.

Our students will not be going to live in a Utopian society where decisions will be arrived at by "deliberations on a highly intellectual plane." Their worlds will include life insurance salesmen and Fuller brush men, editorial writers and bigots. Their world will include Hitlers and Mussolinis and Stalins. Their world will include "Fair Dealers" and "Old Guard Republicans," anti-Britishers and anti-Russians, Chicago Tribunes and "The Daily Worker." These people are debaters and they will be "dramatically eloquent." I insist that just as you must match the sword against the sword in the field of battle so you must match a debater against a debater in the field of argument.

Not only for the survival of democracy but also for my own survival I shall insist upon training a goodly number of debaters to serve on the side of the right—to serve on the side of what is good and what is just. We must train eloquent men to serve on the side of right because somehow the other side will always find them.

Dramatic eloquence and emotions will be used by speakers so long as people are moved by dramatic eloquence and they will be so moved so long as they have emotions. And

that, of course, points to the basic fallacy in the Fisher report. Like so many operating in the "ivory towers", they contemplate an ideal society of purely intelligent and logical men—men without emotions. But they fail to tell us how to breed a race of men without them.

In a nutshell when men no longer have emotions, when democracy becomes Utopia, and when they can guarantee that the evil cause will have no eloquent spokesmen, then, not until then, interscholastic speech contests should be discontinued.

VALUE OF DEBATING*

Lionel Crocker

IN summer school at a large university I announced an examination for the next class session. One student raised her hand and told me that it was poor pedagogy to give examinations. She went on to say that examinations made students nervous and that they introduced the competitive element into the classroom which was unfortunate. Some say that debate should be shelved because it is too competitive. They say that students argue for the sake of winning an argument rather than finding the truth. They say discussion should be substituted for debate. If debate has any faults the faults should be corrected. Whatever faults debating has they are not inherent.

No one has any objection to discussion. But discussion precedes debate: it is no substitute for debate. Debate brings out the issues. Debate shows which issues should be supported. Debate encourages opposition. Discussion soft pedals opposition. Discussion encourages cooperation whereas debate encourages competition, the competition of the value of ideas.

Hitler permitted no debate in his Germany. In "Mein Kampf" he tells us that his meetings carefully excluded opposition. Look what happened! Why does Stalin now jam the "Voice of America?" He is afraid of the debate. He is scared that he cannot maintain his side of the argument.

Our national government is a good example of the processes of discussion and debate. Discussion takes place in the committees. But often these committees are politi-

*From the Rostrum of NFL,
Nov., 1950

cally loaded. Debate, however, takes place on the floor of the House or Senate and arguments survive on their merit. Think of Vandenberg changing votes by his debating on the Senate floor. He persuaded Republicans to vote for measures because he was able to muster the arguments that were convincing. Think of Harry S. Truman in the debate of 1948 beating Thomas E. Dewey because Dewey presented a weak case!

In Great Britain's recent nationalization of steel program Winston Churchill led the opposition. Clement Atlee said dryly there could be unanimity in the country if Churchill and his party and the Liberals would go along with the Socialists in their program. But is this Democracy? Is it not Dictatorship? Stifle debate! Begin stifling it in the high schools, preparatory schools, wherever you can, and in time you will have one party government because no one has been trained to challenge the opposition. Power corrupts. Buchanan tried to purge Stephen A. Douglas in 1858. Franklin D. Roosevelt tried to purge Millard E. Tydings. Harry S. Truman is trying to purge his opposition, Robert A. Taft. Why? Because in debate the opposition could not be worsted.

What will become of our system of government which is based on debate? Where will the future legislators learn how to debate? How does one support an argument? What is an argument? How does one find the issues in an argument? What is evidence? What are the tests of evidence? How may one give his arguments the maximum of effectiveness? Where else than in debating are these tools of persuasion learned?

Interschool debate is necessary just as interschool athletic contests are necessary. Why do schools play other schools? For the sake of the competition. In any one school system there cannot be intramural competition among the most highly skilled for there are not enough to provide competition. There are not enough students who are good enough to carry on a first class debate program in one school system. These few choice students must go outside for worthy competition. A school is fortunate if it can develop four topnotch debaters.

The side effects of debating are valuable.

1. **The best minds meet each other.** Don Hargis* has showed in a survey of the championship debaters in the Michigan High School Debate league that 82% of the championship debaters were leaders in their schools.

3. **Debate is excellent preparation for college.** The Hargis questionnaire showed that 70% of the debaters attended college and that 40% graduated from college.

4. **Students get interested in public questions.** Professor William Carleton, professor of government at the University of Florida, states that he got interested in taxation as a sophomore in high school and this interest determined his life work.

5. **Independent study is encour-**

aged. Debaters learn how to do research work. They cease being spoon fed and start feeding themselves.

6. **They enjoy a fellowship in learning.** Teachers and students enjoy a rare fellowship as they search for arguments to bolster their case.

No one condones the abuses of debate. But the abuses can be corrected without destroying competitive debate. No one condones the weaknesses of Democracy but the weaknesses can be corrected without doing away with Democracy. A carpenter does not destroy his tools because occasionally they need repair. The tools of Democracy, discussion and debate, must not be destroyed because occasionally some malpractice shows the need of correction.

1950 College Debate Question

COMMITTEE REPORT

Glenn R. Capp, Baylor University

The results of the vote on the National Discussion and Debate Topics for 1950-51 are listed below. The basis for the vote was four points for each first place, three for second, two for third, and one for fourth; thus the first listed topics in each list were chosen for the 1950-51 forensic season.

Debate

1st. Resolved, That the non-communist nations should form a new international organization—856.

2nd. Resolved, That President Truman's point four program should be adopted—669.

3rd. Resolved, That the Federal Government should discontinue the policy of deficit financing—663.

4th. Resolved, That the Federal Government should adopt the essential principles of the Brannan Plan—648.

Discussion

1st. What should be the responsibility of the Federal Government for the welfare of its people?—887.

2nd. What should be our policy toward subversive activities in the United States?—756.

3rd. What should be the foreign policy of the United States concerning communism?—640.

4th. How can mankind obtain the potential benefits of atomic energy?—554.

The revised plan of procedure for the committee on intercollegiate debate and discussion went into ef-

fect with the present committee. The principal changes from the former procedures follow:

1. The committee is now composed of one member from each of the four cooperating forensic societies—Tau Kappa Alpha, Delta Sigma Rho, Phi Rho Pi, Pi Kappa Delta, and one member appointed by the president of the Speech Association of America.

2. The committee members meet during the months of May or June to decide on topics and phrase the questions for discussion and propositions for debate. Formerly this work was done through correspondence.

3. Chapters of the forensic organizations and unaffiliated schools now vote on fully stated propositions for debate and questions for discussion rather than broad topics.

In brief, the following procedures apply:

1. All suggestions for topics must be submitted to committee members by May 1.

2. The committee meets to decide on topics and phrase them prior to July 1st.

3. The debate propositions and discussion questions are submitted for preferential vote not later than August first.

4. The topics must be announced by September 10.

Working under these regulations, the following committee members met in St. Louis, Missouri, on June

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As the Debaters See It

By Edna G. Allen and
Glenn E. Capp
Baylor University

SEVERAL articles have appeared recently on the values and shortcomings of debate training. Most of these articles come from speech teachers. It should be interesting to hear what outstanding debaters in their college days think of their debate training several years hence. To determine this fact as it applies to one school, the forensic director at Baylor University was asked to designate the highest ten per cent of his college debaters for the past fifteen years. Each was written a letter which stated simply "Will you write me a letter stating frankly whether you consider your forensic training has been of value in your chosen profession? Will you also state reasons for your answer?" Forty-nine letters were mailed; seven were returned unclaimed; nine were not answered, but thirty-three replies were received. A tabulation of these thirty-three letters shows the following professions represented:

1. Lawyer	10
2. School administrator or teacher	8
3. Church pastor	4
4. Housewife	4
5. Graduate student	2
6. Consul United States Foreign Service	1
7. Radio announcer	1
8. Salesman	1
9. Farmer	1
10. Advertiser executive	1

In answering the first question as to whether forensic training had been of value to the correspondent in his chosen profession, replies were either a direct "yes" or an affirmation by implication. Eleven replied that forensic work provided their most valuable college training.

The second question asking for reasons supporting the answer, revealed the following listed in order of the frequency of mention:

1. Improved ability to think and speak objectively on complex problems23
2. Development of poise, self-confidence, leadership and personality17
3. Increased sales-ability through

- persuasive and logical presentation of points.....13
4. Improved methods of research and choice of relevant material12
5. Increased ability to analyze an audience11
6. Developed ability of organization and presentation of thought even on short notice.....10
7. A broad knowledge of current problems10
8. Improved conversation and easy flow of language.....10
9. Increased ability to see evidence on both sides of a proposition9
10. Developed ability to analyze a problem and to discover major issues9
12. Opportunity to travel and associate with outstanding personalities9
13. Pleasure through competitive endeavor6
14. Developed favorable attitudes on winning and losing.....3
15. Means of paying way through college2
16. Profession chosen through associations in forensic activities2

The disadvantages listed on college debating were as follows:

1. Too much contention over trivialities2
2. Debaters may become too contentious2
2. Tournaments require neglect of other subjects1
4. Hypocrisy may develop from defending both sides.....1
5. Habits of indecision may result 1

Although many of the letters were lengthy and none brief, the excerpts which follow are necessarily brief. Since the advantages far exceed the disadvantages, they take precedence over the latter in the order of presentation.

Advantages Listed by Attorneys

C. J. Humphrey, Amarillo, Texas, most valuable citizen and first place winner in extemporaneous speaking at the 1938 National Pi Kappa Delta Tournament, wrote:

The answer to your first question is 'Yes, very much so . . . ' As to the value of forensics in my profession, debating has taught me early that hard work, diligence and preparedness often offset the initial advantage of better speakers who are not

prepared. Debating helped to teach me the need for co-operation . . . "

Joe L. Allbritton, attorney of Houston, Texas, and recent finalist in the West Point National Tournament, considers his courses in forensics as his most valuable college training. He said in part:

"I can honestly say without any equivocation that the most valuable training I have received in preparing for a career in law was my forensic training . . . The value of intelligent presentation of ideas upon short notice cannot be overestimated."

Matt Dawson, lawyer of Corsicana, Texas, stressed the contribution made by debate to success in the practice of law and also pointed out that:

"There are two elements in debating which I consider of special value, namely, the development and intensification of the competitive spirit and the practice in creative thinking . . . The stiff competition fostered by . . . debates . . . developed a strong competitive spirit . . . Debate training stimulates (original) thought processes."

An abbreviated quotation from the letter of Homer Dean, District Attorney, 79th Judicial District, Alice, Texas, states:

"The ability to express ideas through speaking lucidly, and to influence other people, through argument is indispensable . . . We offer an annual prize to the outstanding high school debater in our high school."

Calvin Mansell, assistant district attorney in San Antonio, Texas, stated:

"Debating endows the participant with a feeling of general self-confidence and poise that carries over into his other activities as well. In addition, the debater acquires the capacity to clearly, concisely, and persuasively analyze, reason and present his points of view to others. . . . Debating, tempered with moderation, offers, in my belief, one of the most valuable experiences anyone in college can find, and molds many a person in the form of a useful and thinking citizen."

Frank M. Rosson, attorney in San Antonio, Texas, wrote as follows:

"Without hesitation, I would state that my training and experience in forensics in both school and college were of greater assistance to me than any other one field of endeavor . . . It is my firm opinion that

the study and preparation of debate cases was of inestimable value in the planning and preparation of law cases and briefs in my later years after leaving Baylor. The preparation of the debate cases necessitated the careful planning, presentation of essential points and ideas, supporting data and proof, and presentation within a definite time limit. The same mechanics employed in the preparation of debate cases I found could be carried over in the preparation of cases on appeal in the appellate courts."

Bill Allcorn, recent graduate and now district attorney at Brownwood, Texas, stated:

"I have found that my forensic training has aided me considerably in being able to think on my feet, to assemble more readily the material matters pertinent to the case at interest, and to analyze better the mass of evidence and material incident to most trials.

Advantages Discussed by College Professors

Mr. Abner V. McCall, Dean of the Baylor Law School, said:

"Such forensic training tends to develop the art of advocacy . . . perhaps the chief skill which every practicing attorney must acquire, and a skill of no small benefit to a teacher of my subject . . . through personal participation in the debate work while at Baylor and through observation of debate students who have taken my law classes, I have come to believe that no college program is more calculated to encourage a student to think for himself and to be able to do so under pressure before a critical audience—a habit and an ability of inestimable value to a law student, law teacher, lawyer, or any person in any walk of life.

Mr. Leon Lebowitz, Associate Professor in the Baylor Law School, advises pre-law students to take debate courses because of their value to a complete education. He said in reference to his debate training:

"It taught me to formulate my thoughts in both a coherent and extemporaneous fashion while on my feet facing an audience of any given side."

Miss Mary Louise Gehring, Teacher of Speech in Alabama Polytechnic Institute, spoke with enthusiasm of her forensic training not only in her chosen profession of teaching, but as an expediter with the Inter-

national Sales Department of R. C. A., as Ensign in the Women's Reserve of Coast Guard, and as a civil service employee of the United States War Department. She explained that forensic training added to her poise, oral expression, reasoning ability, discarding irrelevant ideas for the fundamental in everyday problems.

Miss Marjorie R. Henry, Professor of English at the University of Washington, said:

"I consider that my forensic training has been more valuable to me than any other training I have received . . . Ability to convey information, to interest the student, even to convince the student, are essential requirements for a good teacher."

Mr. E. L. Caldwell, assistant professor of economics at Baylor University, stated:

" . . . debating encourages good diction, straight thinking, and defence of one's position . . ."

Edwin S. Gaunstad, Brown University, Providence, Rhode Island, gave prominence to this idea: "Forensic training teaches one how to treat a live issue with objectivity, without unreasoned bias . . . Forensic training is a science and an art."

Advantages Discussed by Ministers and a Minister's Wife

Rev. J. W. Bruner, Pastor First Baptist Church, Hissboro, Texas considers his speech work at Baylor the most valuable training received in college. His comments include:

"It seems to me that such training is vital to all fields of endeavor today . . . I would also emphasize that the reading and research made necessary by speech, as for instance debating, broadened my thinking and helped to make me at least conversant on many subjects which I would not have explored otherwise. . . . It would be impossible for me to over-emphasize the value which I place upon the training received in speech work in Baylor . . ."

Mrs. Bruner, wife of Rev. J. W. Bruner, said:

"It determined my chosen profession, since my husband and I met through our forensic activities . . . Forensics . . . is vital in . . . an effective presentation of . . . Christianity . . ."

As an interesting side light Mr. and Mrs. Bruner represented Baylor University at the National Pi Kappa Delta tournament in Hous-

ton, Texas, in 1936, and both teams which they represented reached the final rounds.

Rev. Ted Badger, Pastor, First Baptist Church, Tehuacana, Texas, enumerated advantages as follows: Interest in current and pertinent information; consideration of all claims in controversial issues; self confidence; and the ability to think and speak under pressure.

Dr. Ralph H. Phelps, Jr., prominent minister and professor of social ethics at Southwestern Theological Seminary, Fort Worth, Texas, wrote:

"It is extremely difficult to find superlatives enough to express the contribution made to my life by forensic training. My work as a teacher in a Theological Seminary and as a minister has been facilitated in many ways by participation in collegiate forensic activities. The following I would list as the principal benefits derived from my speech work:

"First, it taught me valuable lessons in research. This included a knowledge of sources, digging deeply into a problem, and organization of facts thus found.

"Second, it taught and stimulated clear thinking. This included thinking rapidly in a given speech situation and under pressure. It developed ability to think through a problem and to see the major issues involved.

"Third, it taught organization of ideas and facts in a form which would be interesting and cogent. It taught the elimination of extraneous verbiage and ideas.

"Fourth, it taught objectivity. By that I mean it stimulated one to study all sides and to evaluate the mass of evidence before drawing a conclusion.

"Fifth, forensic activities furnished an opportunity to travel considerably and to make countless friends who have helped in my subsequent professional work. I count this benefit as one of the most important.

"Sixth, unquestionably the actual practice in speaking is of tremendous worth to one whose business is primarily speaking. Experience gained in such forensic activities as debate, extemporaneous speaking, impromptu speaking, after-dinner speaking, poetry reading, and panel discussions trains one speaking in many of the situations arising in my work."

Charles Wellborn, considered by many the outstanding minister in Texas, wrote:

"The four years of high school debating and four years of college debating in which it was my privilege to participate, helped immeasurably I think, to improve my stage presence; flow of language; ability to think on my feet; and, particularly, the organization, development and presentation of a logical train of thought. I would say, in fact, that debate constitutes my most valuable single avenue of preparation."

Advantages Discussed by Some Debaters who Engaged in United States Military Services

Mrs. R. H. McCall (Lois Mallon), National Pi Kappa Delta champion in both debate and extemporaneous speaking in 1940, served as an analyst in the Civil Service Department. She listed nine advantages, one of in the above service: "The ability to which she said she worked overtime put over an opinion, even to someone who is likely to disagree at first." As another advantage she added: "Ability to think with reasonable clarity on your feet, or in moments of duress."

Mrs. Katherine Money Elder worked in Japan with a branch of the Occupation Services of the United States in an attempt to show Japanese women the workings of democracy. Stress was laid on discussion to increase interest in individual freedom. Mrs. Elder said that forensic training developed her interest in world events and her desire to serve in the promotion of peace.

William J. Shackelford, Minister Church of Christ, Neosho, Missouri, wrote:

"During more than four years in military service, I was frequently impressed with the value of my speech training . . . I was able to advance rapidly . . . was discharged as a captain . . . But in any field, I know of nothing that will help as much as being able to stand, and think, and talk."

One of Baylor's ex-debaters, Paul Geren, is with the United States Consular Service in India. Dr. Geren (PhD Harvard) is the author of *Burma Diary and Pilgrimage of Peter Strong*. He formerly served as Professor of Economics at the University of Rangoon and assisted in the evacuation of Rangoon. He was mentioned for his heroism by Dr. Seagraves and received a citation

for bravery by President Franklin Delano Roosevelt.

The letter sent to him concerning the value of forensics in his professional career was mailed January 18, 1950, and after almost circling the globe was returned from Bombay, India, to his home in El Dorado, Arkansas, on May 1. His reply is quoted in part:

"I am in the Foreign Service of the United States which has as its function to represent the people and the government of the United States to the people and governments of foreign lands. Experience in debating has served me well here. As in law and business, matters of foreign relations present at least two sides and call for discussion and decision. Skill in presentation, either in a planning conference or in a public address, may sometimes be decisive in the choice of policy. The method of debate is a valuable deposit in the minds of all who give themselves to problems of foreign policy. It would be difficult to exaggerate the importance of debating experience in this profession, both for the discipline of mind and the practice in presentation."

Advantages Discussed by Housewives

Quotations from the answer received from the former Polvanna Speed, now Mrs. Jim Wiggins of San Antonio, include:

"My chosen profession is that of social work, but after following it for four years I forsook it for the twenty-four hour duty as a mother. I can say that forensic training is helpful in both . . . I have found that defining terms, as required in debate, settles many a difference between the public servant and the one served. Also, many an unexpected situation arises where a ready discussion, as used in extemporaneous speech is essential. Then, too, the logical arrangement of material carries over nicely into social work in encouraging orderly and logical work habits.

"As to my present profession of child raising, I must testify that there could be no more clever opponent than a two and one-half year old convincing you that what he wants to do 'will be a-wight!' I wish I had concentrated more on forensics!"

Mrs. Lois Mallon McCall, quoted previously, also has definite ideas

as a housewife as well as a governmental employee.

"As my currently chosen profession consists of managing two small boys, one medium-sized dog, and one rather large husband, I am convinced that the only adequate training for me would have been a major in Gymnastics with a little calf-roping thrown in (or did you ever try to dress a 2-year-old?) . . . I really can't speak enthusiastically enough for forensic training. I am sure that without it I would never have finished college, I probably wouldn't have been awarded my first teaching contract, and I **might** not have gotten my husband."

Disadvantages of Debate Training

Several debaters mentioned what might be termed shortcomings in debate training. This section is short compared with the part on advantages because only a few mentioned disadvantages.

Ralph A. Phelps, teacher and minister, wrote from Southwestern Theological Seminary at Ft. Worth, as follows:

"On the debit side, perhaps I should say that my forensic activities have tended to make me less tolerant of imbecile thinking, more disgusted with haphazard research and one-sided opinions, less appreciative of many public speakers . . . in the ministry and elsewhere . . . whose speeches bear an amazing resemblance to a Texas tornado."

Ted O. Badger, minister of Temuacana, mentioned several dangers in these words:

"Conceit is unfortunately a by-product when some people enter forensic activity, as is true in any competitive work . . . Hypocrisy can understandingly become a part of personality when a debater must defend both affirmative and negative positions on every question . . . Shallowness of conviction may also mark one if he feels that he will be heard for his much shouting rather than for his genuine sentiments."

Charles J. Adams of the University of Chicago, stated that in true debaters style he must say: "Forensics takes a big chunk of the student's time . . . I often found myself doing poor work by virtue of having spent several week-ends . . . on debate trips."

Conclusion

The foregoing statements stand for themselves. The overwhelming
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Department of College Oratory

JUKE BOX DEMOCRACY
Inge Schmidt
Chico State College

I WAS six years old when I first saw the Statue of Liberty. I caught my first glimpse of it from the railing of the ship "Europa" sailing on the broad expanse of the Atlantic in the fall of 1938. I had come across the sea from a country to which I knew, young as I was, I would never return. It was a country under totalitarian rule, whose citizens were physically and mentally enslaved beyond possible emancipation. Willingly the unknowing peoples of this nation had placed themselves under the heel of a dictator; unwillingly they had to conform to his wishes or die. The country, of course, was Germany. The world was on the eve of international conflict on that day I first saw my lady guarding the harbor.

Our Bon Voyage from this pitiful European soil had been sung by a thousand of mechanical voices raised in the words of "Detuschland, Deutschland ueber alles," accompanied by the rhythmic goose-step of twice as many boot-clad feet. Our welcome to this new nation of promise was a juke-box rendition of "You Are My Sunshine," played in the tiny restaurant near New York harbor. I was only six, but I felt, as I heard the twang, rather corny tune, that my bewilderment of the past months was over and all would now be well.

And with the gradual acceptance in my life of such things as ice-cream sodas, hamburgers, and movie matinees on Saturdays, there came the joyous realization that I was truly entering a new kind of life. Soon we bought a radio. From that day on I lived near that marvelous mechanical wonder. I listened to everything—newscasts, revival meetings, soap operas, The Lone Ranger, mystery programs—and I picked up the English language even faster than did my parents. But the radio held yet another fascination for me—its music. Day and night melodies poured forth from the loudspeaker—organ preludes to daytime serials, an occasional orchestral program, and hour after hour of recorded discs. Never had I heard so much melody, so many

variations on the same theme, so many interpretations of so many tunes. And even then there were arguments—jazz versus the classics, blues versus Dixieland, sweet versus hot. I was too young to know about these then; I only knew I was enthralled with this music.

Today, popular music is as much a part of my life as it is of yours. I accept it without question, without thought, without gratitude.

Why be grateful for popular song, you ask? What's so wonderful about it? Well, it just happens to be one of the many concrete expressions of the American way of life. It just happens to typify the American Dream. Where else is there a music whose popularity depends only on the will of the people, whose writers come from all walks of life, whose successes or failures do not depend on political upheaval? A music whose themes have nothing to do with politics, whose themes don't necessarily have to have anything to do with anything—witness "Mule Train," "Bibbidi-Bobbidi-Boo," and the recent "Rag Mop," to name a few. A music whose lyrics can be sung by anyone, whose performance recognizes no color line, no race prejudice, whose very progenitor, Tin Pan Alley, was a result of democracy at work.

Where else but in America could a young woman establish a firm business foundation on mere pennies and through personal ingenuity alone, turn those pennies into thousands of dollars? Charles K. Harris did. Charles K. Harris launched the era of the Gay Nineties and the beginnings of Tin Pan Alley. Where else but in America could such a kaleidoscopic range of names as Rosenfeld, Von Tilzer, Stern, Shapiro and Bernstein put their individual talents to fullest use, with none to say "no" to their endeavors because of personal prejudice?

Had Carrie Jacobs Bond not lived in America would she have given us "The End of a Perfect Day"? Would we have Maude Nugent's "Sweet Rosie O'Grady" if Maude had lived elsewhere? Where else but in America have women such opportunities on an equal basis with men?

Where else are there such composers? Who but Irving Berlin could have given us "God Bless America" when we were in need of expressing musically our faith and patriotism during World War II? Germany could not boast of such a song which even approached the greatness of that one. Germany took her martial strains and wrote trite, uncouth verses glorifying Hitler.

And what other place in the universe could have given birth to jazz but America? Jazz is a hybrid, like the American nation is a hybrid. Into jazz have gone elements of the Negro spiritual, of Jewish folk-song, of the military, of the lullaby, elements of the North, the South, the East, and the West, just as into America have come the different peoples from the four corners of the world.

Jazz versus the classics has long been a bitter controversy. But in America we can enjoy them both. The radio, movies, television, the stage—excellent opportunities for everyone to enjoy his favorite type of music. No government decrees that we must enjoy jazz, no "fuehrer" dictates that we listen to it. We can take it or leave it. That is our freedom of choice. Today controversies rage over jazz versus progressive bop. Are not struggles like these yet another product of the American way of life? As long as there is controversy and competition the very essence of the American Dream of democracy is preserved.

Popular music presents a strange paradox. With progressive bop struggling for survival on one hand, songs of the old days are currently being revived. Of today's Hit Parade tunes, nearly half are of the Roaring Twenties era. Nevertheless, this revival does not close the door of opportunity. Newcomers may present their wares to the public at any time. It is up to the public to make its decisions on the future of the tunes. No government interferes. No race or color lines are drawn. And so composers of such typical hits as "Haunted Heart," "Riders in the Sky," and "Cry of the Wild Goose" have seen the fruits of their labors because of the way America does things.

And yet another paradox: today's favorites combine the sentimental with the corny and the crazy. Were I to go into our college Snack Bar just once without hearing the catchy "I've Got a Lovely Bunch of Cocomnuts" I would be very much surprised. And life would seem very unnatural. Oh yes, where else but in America could you find a juke box with the latest hits at anyone's fingertips anytime, and in any corner of the country?

I have known totalitarian rule. I have known German song—the marching music and the stupid, yet somehow frightening words:

We believe in our fuehrer
We live for our fuehrer
We die for our fuehrer
Until ours is the world.

I have known democracy. I have known American song—the corny and the beautiful, the novel and the old-time, jazz and the blues, bebop and swing, and so I say—

God bless America
Land that I love
Stand beside her, and guide her
Through the night
With light from above
From the mountains
To the prairies
To the oceans white with foam
God bless America
My home, sweet home.

Reply to North Central Committee

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debates usually present solutions to problems. The affirmative on a proposition of policy, which is the most common type, indicts the present situation and advocates a solution. The negative in turn, may deny the cause for action, show the disadvantages of the proposal, urge reforms in the present situation, or offer their own solution to an admitted problem.

Our critic has a constructive idea. He wants a speaker to be logical, critical, adaptable, and able to organize ideas, use language well, and develop proper attitudes. These and other worthy goals have formed the credo of the better speech teachers for many years. They also appear as judging criteria on the contest ballots I have seen. What is needed, as the October editorial pointed out, is improvement in the forms of competition and in the methods of judging. Competent teaching and judging are the best

safeguards against abused dogmatism and sophistic eloquence.

Artificial motivation, such as winning for its own sake, occurs only in non-athletic contests, we are told. This "whitewashing" of interscholastic athletics with special pleading, unsupported assertions, and transparent rationalizations may prove to be a "boomerang," as the October editorial put it. Of course, we should prefer genuine and meaningful goals, but what about the stimulation of desires to win games, earn letters, get offers from college football coaches, and secure publicity for athletic prowess? Few of the directors of non-athletic activities have a small fraction of these reasons for guilty conscience, and the N. C. A. Committee members know it. There is a growing tendency among debate coaches, as I know them, to utilize intrinsic motivation and to stress the idea that, in case critic judges evaluate the students' work, victories or superior ratings will come as a matter of course to those who are worthy.

Let us now turn our attention to the principal ideas in the original N. C. A. report. There are essential differences between it and the October statement by the chairman of the group who signed the original. I shall begin with the recommendation that discussion be the only speech activity. Some of us have for years studied, taught, and written in the fields of discussion and debate. We are interested in group discussion as **one** approach to personal and social problems, because it involves cooperative inquiry. We are certain, however, that the cooperative, deliberative procedures which we call discussion, no matter how well conducted, will in many practical situations fail to yield a working consensus. In a learning situation, groups can agree to disagree and live together with better understanding as a result of discussion; but in a real-life situation which calls for decision and action, if, cooperative, deliberative procedures fail, the logical recourse in our society is parliamentary debate. The only alternative is force and violence. Thus we believe that the N. C. A. Committee unintentionally does the democratic cause a real disservice in suggesting that debate has no place in our society and that it is a mistake to teach young peo-

ple how to debate. That position is most unrealistic; a failure to understand the methods and conditions of public debate is one of the surest ways to drive well-meaning people to the use of some violent alternative to the two basic techniques of democracy, discussion and debate. If one denies that debate is a democratic technique, he seems to be suggesting at least anarchy, if not something worse. If one concedes the obvious fact that debate is an important technique in our society, he should be prepared to agree that schools have a responsibility to teach students **how** to debate.

What do we emphasize in the teaching of debate? We are mainly concerned with teaching students how to state their positions succinctly in controversial situations, how to analyze difficult problems, how to discover the issues and state the issues, how to separate unimportant and irrelevant matters from matter that is consequential and pivotal in any kind of situation, how to appraise and marshal evidence, how to evaluate opinion, how to argue a proposition cogently, how to recognize fallacies and weaknesses in argument, and how to use these skills in extemporaneous public address and private conversation. It is our feeling that any person possessed with abilities of this sort is likely to be a more useful member of society than he would otherwise be.

This does not mean that all of our present methods of teaching debate are above reproach. It does mean, however, that improvement rather than abolishment is the wiser course. Such is the view expressed by John Dewey, who said that the great need of our society is the improvement of the methods and conditions of discussion, debate, and persuasion. He did not recommend abolishment. While we agree that the best place to teach discussion and debate is in the course of study, we also believe that much growth can be achieved in interscholastic events. In most schools there would be no such courses if the contest activity had not been introduced first. Then, too, the contest provides additional experience for the most interested students and, in a challenging manner, enriches the curriculum of superior students. Gifted

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Debate Techniques

Edited by Malcolm Sillars

The Use of Evidence in Debate By James F. Huffman

It has been said that we should justify our conclusions by adequate evidence. Applying this statement to debate, we might say that we should base our proofs upon adequate evidence. What is evidence? Evidence is composed of any factual material or opinion used to establish the truth or falsity of a given statement. Evidence and reasoning are the ingredients of which proof or arguments in debate are made. Arguments are only as strong as the evidence on which they are based.

The debater must always consider the close relationship of evidence to his particular stand on a given proposition. One of his first considerations should be in regard to unrelated evidence. Obviously, there is little value that can be attached to evidence that has no bearing on a proposition or issue. For example, the facts that incompetent men exist and that waste in government often occurs prove nothing about government administration. But if it can be shown that whenever incompetent men work in government, government waste results, the reasoning has shown that incompetence and waste in government are logically related. Finally, if the proposition involves that question of needed changes in government administration because of waste, the relationship would then constitute proof that changes are needed.

Evidence is only adequate when it is relevant to the proposition or issue to which it may be directed. The debater must remember that relevance is not always easily determined. For example, a political scientist investigating the causes of nationalism in South Africa must consider only matters relevant to his study. Should he study the philosophy of the Dutch Reformed Church and political parties in America? Both matters may appear irrelevant, but upon closer investigation we find that the first is relevant. The basis for much of South African Nationalism is found in the philosophy of the Dutch Reformed Church. In order to prove a point or support a conclusion, the evidence used

must always be relevant. It must be directly related to the point of issue. If unrelated matter is presented as "evidence," we call the result a fallacy of irrelevant evidence. Irrelevant evidence occurs in many different ways. The most common forms of irrelevant evidence are as follows:

1. *Argumentum ad Verecundiam*
—The attempt to support an argument by quoting some "authority" who in reality is not an expert in the specific field being mentioned. E.g., quoting Taft as an expert on literature.

2. *Argumentum ad Ignorantiam*
—This is an attempt to shift the burden of proof through argument based on ignorance. E.g., "The soul of man is not immortal, for no one can prove that the soul is immortal."

3. *Argumentum ad Misericordiam*
—This fallacy is an attempt to sway the audience by an appeal to the emotions of pity and contempt.

4. *Argumentum ad Baculum*
—The appeal to force. Fortunately, we find very little use made of this "argument" in formal debate. It is employed by individuals, groups, and nations who attempt to gain their ends through economic or social pressure when all other appeals have failed.

5. *Argumentum ad Populum*
—The appeal to the passions and prejudices of the audience.

6. *Argumentum ad Hominem*
—This fallacy consists of attacking the person who submits the proposition instead of the proposition itself.

Evidence in formal debate differs somewhat from the use of evidence in law. Debaters do not make use of testimonies of persons on the witness stand or for the presentation of objects. However, the advocate in formal debate does make use of evidence as found in research documents, government publications, books, periodicals, newspapers, public affairs pamphlets, selected references, handbooks, and digests. One of the best places to start the investigation for evidence is with reference books and any available bibliographies on the proposition. Materials of this sort are available

in the reference rooms of most libraries. Statistical publications, encyclopedias, handbooks, bibliographies, and standard treatises in many fields may be found in the reference collection. Invaluable to the debater in his search for evidence is a working acquaintance with such locator guides as the **Reader's Guide**, **Poole's Index**, the **International Index**, and such special indexes as the **Industrial Arts Index**, **Agricultural Index**, and **Education-Index**. These guides are arranged alphabetically by the author and subject and sometimes by title. Uniform subject headings are used with numerous cross references. For the benefit of debaters, a number of specially prepared collections of pro and con articles on current topics have been prepared in recent years. The **Reference Shelf** series of the H. W. Wilson Company is an excellent source of this type.

We have said that evidence consists of facts and opinion. Carrying the breakdown further, facts consist of statistics and cases which are not subject to opinion. They are those phenomena which have been observed, described, classified, and reported. The debater thinks of facts as those tangible or concrete findings which are relative to the proposition. Opinions, and for the debater's purposes they should be expert opinions, are those statements of belief concerning the question. It is a point of view held by an individual whose position and training enables him to interpret the meaning of data and facts. A statement, based upon a research document, that many people in the United States do not have proper medical care is factual. A statement that we must have socialized medicine to give adequate medical care to all Americans is opinion.

There are certain tests which the debater should bring to bear upon evidence that he plans to use in regard to a proposition. The advocate should make sure he is making use of authentic sources. Such information released by organizations with "an axe to grind" or for creating good will cannot be relied upon entirely. If its source can be shown to be untrustworthy, factual material is of little or no value. Make sure your sources are reliable and unbiased. Since the debater makes heavy and frequent use of statements of fact and opinion, he might

test them in the light of the following questions:

1. Did the authority have opportunity to get the facts?

2. Is the authority mentally and morally qualified?

3. Is the authority prejudiced?

4. Is the authority qualified by experience and training to render reliable testimony?

The same tests that the debater applies to evidence used for his own arguments can well be applied to that of his opponents. He may test the source of the evidence, the person or organization from whom it is secured. The advocate wants to know the reliability of opposing authorities. He may also test and examine the consistency of the evidence that has been advanced by his opponents. Despite the supposed dependability of the sources, there may be contradictions that destroy the worth of the supposed facts. Sometimes evidence contradicts known and indisputable truths. Sometimes it may contradict itself. The following should be kept in mind when testing the evidence of the opposition.

1. Is the evidence inconsistent with human nature or the laws of science?

2. Does the evidence disagree with facts previously established and admitted?

3. Does the evidence presented contradict itself?

In summary, it can be said that the debater can never know too much in regard to pertinent evidence about the proposition. First of all, he must have a broad view of the whole field. He should know the opposing views as well as his own. General knowledge is not enough. The competent debater must search for specific evidence that will help him to advance his side of the proposition. The advocate might keep the following questions in mind as he goes about his search for evidence.

1. What do I already know about the proposition?

2. What must I know about the proposition?

3. What kinds of evidence will be most valuable in advancing my side of the proposition?

Reply to North Central Committee

Continued from Page 155

young people should afford no exception to the principle that edu-

cation best promotes the welfare of all when it provides both the opportunity and the incentive for the realization of the maximum possibilities of each individual. While serving these purposes the contests should not, and need not, involve "emotionalized victories" and "eloquent presentations of a side with little if any regard to examination of the facts involved in a problem." This is poor debating and is so recognized by anyone who knows anything about the activity. The answer does not lie in the elimination of training by competence in real-life debating. It lies rather in the thoughtful preparation and execution of instructional plans which make educational sense. This, of course, implies the appointment of properly qualified speech teachers, provisions for curricular speech, and the establishment of a balanced activities program.

An activities program may be called balanced if it includes both athletic and non-athletic events, and there should be several types of events in each category. Some schools may not be able to support all of the possible speech activities, but they should provide opportunities in public speaking, dramatics, and oral interpretation. The most familiar public speaking contests are those in debate, extemporaneous speaking, original oratory, and discussion. In all of these the preparation and the criticism or judging should be conducted according to the best modern standards. When these non-athletic events are added, each school will have wider distribution of awards so that undue emphasis will not be given to academic achievement. We point out, however, that if only athletic activities are permitted, as the N. C. A. document recommends, the awards will indeed be limited, and the emphasis upon physical prowess will be less defensible than the alleged over-emphasis upon academic achievement.

Very little needs to be said in refutation of the four reasons given by a quasi-official spokesman in support of the N. C. A. report. If there are objectionable "outside pressures" on schools to participate in contests, they can be resisted or modified without abolishing the whole program. Local school authorities, in cooperation with forensic associations and the organizations

of school administrators in each state, should be able to regulate the contest activities of "outside" groups. To the assertion that the activities ought to have broader intramural participation we reply that most directors prefer and seek to develop wide participation, if for no other reason, as a "feeder" for the contest program. Persons in this field know that motivation for the intramural activities comes chiefly from interscholastic contests which have blazed the trail. Most limitations on the extent of intramural participation are imposed by the teaching load of the director, the amount of student interest, and the expectations of administrators and school patrons with respect to achievement in interscholastic competition. An intramural program and a contest program are complementary devices; they do not exclude each other. To allege that there are threats to the moral and physical well-being of students who travel with their teachers to a contest is to question the integrity of many teachers and their students. This canard is an insult, whether it is meant for speech groups or music groups. Responsible and sufficient supervision should, of course, be provided for all groups on trips, and that includes athletic groups. To anyone who says there should be more emphasis upon community service we should like to ask, "More than how much?" If there are some rare communities which do not make considerable demands upon the teachers of music and speech, we agree that those teachers might promote some community activity. But to limit the program to community service would certainly not combat the "intellectual provincialism" which the N. C. A. document deplors.

Finally, the committees of speech and music teachers in Illinois allege that the N. C. A. recommendation was arrived at improperly. In the first place, we have documentary evidence, as Professor Fisher knows, which indicates that the Contest Committee did **not** recommend the abandonment of contests, and that the arbitrary language of the report originated with the Administrative Committee of the North Central Association. Such an imposition seems to be inconsistent with the

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The High School Debate Handbook

Edited by Prof. Hugo Hellman, Marquette University

Resolved that the United States Should Reject the Welfare State

DEFINING AND ANALYZING

OUR POSITION

He who asserts that the American people should reject the Welfare State takes the Affirmative on a proposition of policy and his burden is to show, that this kind of trend of government is for reasons that he can deduce, contrary to our best interests. He is on the affirmative with respect to the action to be taken under the proposition—on the negative, of course, with respect to the term Welfare State itself—he is against it. I point this out because since September a great many coaches have been saying that the affirmative is really negative and the negative affirmative. This is not true because the important thing is: who stands where with respect to the action called for in the proposition. Confusion arises only because for a number of years we have had propositions in which the action called for was in the direction of acceptance or adoption. This has gotten us in the habit of thinking that the affirmative should be for the central term of the proposition. If we wanted to debate some such proposition as resolved that Johnny Jones should be expelled we would have an analogous situation. The affirmative would be opposed to Johnny Jones but in favor of the expulsion just as the affirmative on our proposition is opposed to the Welfare State but in favor of its rejection.

There is no real difficulty here. The problem is that we are inhibited by the jargon with which we have cluttered up the first chapters of textbooks on debate — jargon about propositions needing to be worded affirmatively and the affirmative bearing the burden of proof. Perhaps to debate the problem we really want to debate this year, we should have forgotten the old rigamarole and said simply that we are going to debate; “do we want a Welfare State? I believe the result would have been both catastrophic and enlightening. It would have been catastrophic in that

we would have suddenly discovered that a great mass of the things that we have been saying for years, must be done to debate properly, and it would have been enlightening and it would have been enlightening in the direction of showing how few rules you need if you know what you want to debate about.

At first reading the proposition might seem to suggest that we are to debate whether or not we ought to throw out the Welfare State (which we now have with us). It might even be argued that the proposition implies that what we have today is the Welfare State because it says we ought to reject, and reject means to discard and throw out as unsatisfactory. Obviously you cannot discard something, or throw it out, unless you already have it.

Whether or not such an interpretation could be made depends of course on precisely what “to reject” means. The dictionaries generally would not support the above interpretation. Webster and the rest of them define “to reject” as to “cast out” and to “discard”, but they also insist that the phrase also means to “refuse to acknowledge, or to decline to accept.” In other words, then, we can reject something we already have or we can reject something that is being offered or will be offered. So far as the proposition goes, then, it is my considered judgment that it does not say that the Welfare State is with us. At the same time, it does not say that it is **not** with us.

The problem child for definition purposes was of course the term Welfare State. The difficulty was that here we had a term that not one of the ten or twelve “methods of definition” listed in the textbooks of debate gave us any help in defining. Normally defining is nothing more or less than finding out what a term means to people generally, but the Welfare State as a term was so new that it did not mean any one single thing to people generally. The term was too new to have



Hugo E. Hellman

been interpreted by authorities in political science and also too new to have acquired general usage which could be reported in the dictionaries. Where the term was used and defined, it was in the hands of those either for it or against it, and the interpretations involved so much bias and prejudice that they are completely unsatisfactory for our purposes.

As it developed, however, this difficulty turned out to be a distinct advantage. The advantage here is that for once we are untrammelled and unfettered by dictionaries or experts, and we can define to suit our own purposes. By our own purposes I do not mean to win debates on the affirmative with a special case, or on the negative with a special case, but for the purpose of achieving some genuinely good debating.

In the political arena the Welfare State is a slippery eel that slides from the one extreme of a police state and out and out communism, to the other extreme of streamlined and enlightened Jeffersonian Democracy. Our job is simply to nail it down somewhere and thereby pin-point the central idea of the concept “Welfare State” at that point:

(a) Where the affirmative and negative have about equal chances to get the better of it,

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College Handbook Division

Edited by Egbert Ray Nichols

Study Outline on College Question

Proposition

The following outline, prepared for the summer school students of one of the Middle Western Universities was sent to Speech Activities. We are publishing it for the help it will be to debaters during the season.—Editor.

"Resolved that the non-communist nations should form a new international organization."

Limitations of the Outline

The historical background of the proposition is not presented here. Why, how, or when a proposition originates is distinct from its logical implications. Our concern is with the latter.

Definitions and Criteria For Evaluating the Proposition

What is meant by the phrase "non-communist nations"? What constitutes a nation? What are your criteria? What distinguishes a nation, for example, from a sovereign state?

How is one justified in saying that such and such a nation is "non-communist"? What are the criteria?

Can you enumerate all the 'non-communist nations in the world? Do all the nations in this ensemble fit your criteria for a "non-communist" nation? Are there any exceptions? Do these exceptions (if any) depart significantly from your criteria?

What is the distinction in logic between "a contrary" and "a contradiction"? Can one place "communist" and "non-communist" nations in contrary or contradictory categories?

What does the phrase "a new international organization" mean? Do we now have an international organization? Is the United Nations an international organization?

What does the term "new" mean in the proposition? If Russia permanently resigned from the United Nations would we then have a "new" international organization of non-communist nations? Justify your answer. If Russia left the United Nations would the proposition under

consideration be vitiated? Justify your answer.

What does the phrase "should form" mean in the proposition? Does it mean that all non-communist nations should be compelled if necessary to join the new international organization? Does it mean that the organization should be formed on a voluntary basis? If so, is there a likelihood that some non-communist nations will not join the organization?

Analysis

What rationale can be given in justification of a new international organization of non-communist nations? What would be some of the objectives of such an organization? Would these objectives have a greater chance of being achieved by this organization as compared with an organization composed of both communist and non-communist nations?

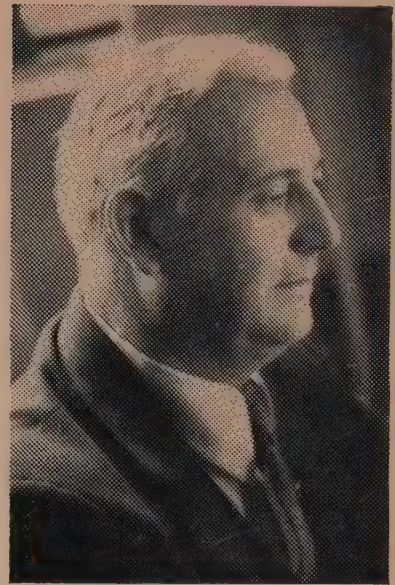
What are the basic objectives of the United Nations? Would these objectives have a greater chance of being achieved by the new organization? Would the objectives of the new organization be radically different from that of the United Nations?

Are conditions in the world such that it is virtually impossible under the status quo to bring about a compromise between the objectives of the communist and non-communist nations?

Is there need for the new international organization? If so, what are the symptoms of this need? What are the "causes"? Will the new organization eliminate the "causes"?

What is the distinction between "communication" and "communication"? To answer this consult an article entitled, "Morals, The Art of Symbolic Living" by Radhakamal Mukerjee in *The Journal of Philosophy*, Vol. 67 (August 1950) p. 453.

Have there been relatively many breakdowns in communion between communist and non-communist nations? If so, have these breakdowns reached a disintegrative phase? If so, is there likelihood that these breakdowns will continue to be dis-



EGBERT RAY NICHOLS

integrative in the present system of organization?

What would be the extent of communion between communist and non-communist nations if the new organization were formed?

Would the new organization increase the intensity of whatever schisms now exist between communist and non-communist nations? Are there vested interests that would profit from increased schism between communist and non-communist nations? In partial answer to this Howard K. Smith in his book *The State of Europe* (New York, 1949) makes the point that it is definitely in the interests of England to have misunderstanding and tension between Russia and the United States in view of need for ever-increasing aid from the Marshall Plan.

In view of the possibility that it is in the interests of some factions to increase misunderstanding and tension between Russia and the United States, is it not possible that some of the channels of communication have distorted the Russian position? In partial answer to this see Vishinsky's documented reports of the controlling interests in main channels of communication in the United States (The People Shall Judge) Volume 2. How reliable and valid are the channels of communication in this country?

Man chooses in accordance with his preferences for the ensuing con-

sequences or ends. As the proposition is worded, the non-communist nations, as opposed to the communist nations, are invoked to form a new international organization. Is it safe to assume that there is an implied value-judgment in the minds of most Americans that the ends or goals of the non-communist nations are preferable to those of the communist nations?

Is this defensible? Are the goals of the non-communist nations more desirable than those of the communist nations? Can you roughly array these goals and weigh pros and cons for both sides? Is the evaluative process by which you weigh the pros and cons for both sides prejudicated by your historico-socio-political conditioning?

Criteria For and The Nature of Possible Proposals

Will the non-communist nations enter the new international organization on a voluntary or compulsory basis?

Will a basic goal of this new organization be to prevent war? Will it need to invoke coercive power to do so? What will be the nature of this power?

Must the member nations of this new organization surrender their sovereignty? How much of it?

Where shall be the fiscal policy within the new organization? Shall the organization be dependent upon the member nations for money or shall it invoke the power of direct taxation?

What shall be the status of non-communist nations with respect to the new organization? Is there a likelihood that the new organization will impose economic blocs on the communist nations? What will be the status of international trade? Will the legal framework have to be revised for such trade?

In what ways will the objectives of this new organization differ from those of preceding organizations? Now will these objectives modify the lives of communist and non-communist peoples?

What will be the form of government for this new organization? Will there be a representative form of government? If so, will representation be based upon geographical region? On population?

What is the consensus of opinion among expert geopoliticians concerning the advisability of forming

a solid bloc of non-communist nations?

Will regions have to be newly created and demarcated?

What will be the relation between the new international organization and individual non-communist nations?

In what manner should this new organization deal with such matters as the disposition of armed forces among the member nations, lethal weapons, taxation, censorship, propaganda?

What other proposals do you think of?

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Special Feature Division

PASADENA CITY COLLEGE

The story of Speech activities at Pasadena City College as seen by the forensics coach, Paul W. Smith.

PASADENA City College is a four year (grades 11-14) public junior college serving the Pasadena Junior College District. It was established as a two year (13th and 14th year) institution in 1924 on the campus of and in conjunction with the Pasadena High School. In 1928 it became a four-year junior college, the topmost unit in Pasadena's new K-6-4-4 school system. The college, established on the old high school campus in 1928, has continued to occupy the entire facilities there, first under the name Pasadena Junior College, and more recently, Pasadena City College.

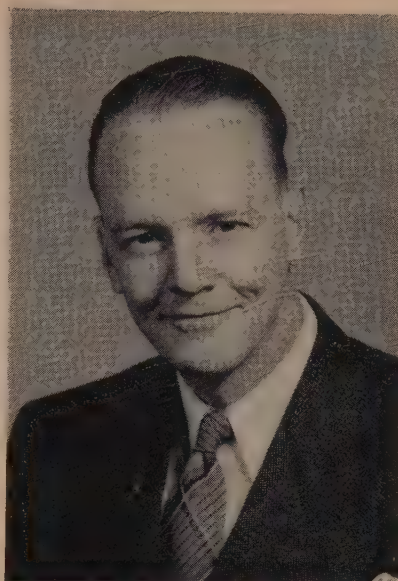
Pasadena City College includes in enrollment most youth of the district through grade 14. California law requires attendance until 18 or completion of the 12th grade. Relatively few students leave junior college at that time, either to work or to enter a four year college or university. In addition to youth from the Pasadena district, large numbers come from the 13th and 14th years from other neighboring high school districts which do not maintain junior colleges.

In line with the prevailing practice in California public junior colleges, Pasadena City College attempts to provide for its students:

1. General education through the 14th year.
2. Vocational preparation for those who will go directly into some gainful occupation.
3. Preparation for transfer into college or university or specialized school at the 15th grade level.
4. Orientation and guidance to help students "find themselves."
5. Adult education for the community.

In addition, Pasadena City College, through the Extended Day Division, attempts to meet varying needs of the adult population of the district. These needs are met in part through general education offerings, collegiate type work, vocational training, retraining or apprentice training, forums and institutes.

Speech at Pasadena City College



**Paul Smith, P.C.C. Debate Coach,
Western Assn. Speech Coordinator
and Sec. Western Region A.F.A.**

occupies an important place in both the curricular and extra-curricular program. (The college extra-curricular program boasts 101 student organizations and clubs at P.C.C.) The special needs of the junior college student are met with a variety of curricular offerings. A fully equipped clinic under the direction of Miss Marian Hammond offers training for those needing clinical attention. Mr. Irvin Lewis gives special attention to those needing drill and practice in articulatory and voice problems which do not call for clinical treatment. Miss Nancy MacNaught, Mrs. Virginia Kersting, Mr. Donald Liercke, Miss Muriel Emerson, Mr. Paul Smith, Miss Katherine Kester, Mr. Linton Leavitt, and Mr. Irvin Lewis offer basic speech training in oral communication in addition to their speech specialties. Mr. Smith is in charge of the forensics program; Miss Kester, Mr. Liercke, and Miss MacNaught the drama program; and Mrs. Kersting and Mr. Leavitt the radio program. Speech is part of the English Department, with Miss Dorothy Dix-



P.C.C. 1950 Tournament of Roses Float



View of the entrance courtyard and pools Pasadena City College

Moment of Victory at Phi Rho Pi Convention



P. C. C. Forensic Squad Receiving Sweepstakes Trophy for 1950 National Phi Rho Pi

on as chairman. All speech classes are taught by teachers trained in some phase of speech, and with only one exception holding at least a master's degree in speech. Newest addition to the speech offerings in English for Foreigners, instructed by Dr. Robert Yeaton, whose last official position was with the United Nations in Europe. P.C.C. usually has approximately 100 students from foreign countries in attendance under student visas. Dr. Yeaton's course is designed to help these students with their spoken English.

The extra-curricular program both complements and supplements the curricular program and is a definite part of the educational program of the student. Drama offers Little

Theatre and Main Stage productions, with the annual Christmas play in conjunction with the Music Department one of the features. Radio offers the student many opportunities to appear on the air over local stations, and fully equipped campus studio and control room gives the student a broad background in all phases of radio, including technical training through the technical school. Forensics deal with the original speech program, and particularly the intercollegiate speech activities.

Pasadena City College emphasizes an evenly balanced program in all speech activities, and believes that forensics plays its part in bringing about that balance. This program, under Mr. Smith, has three major divisions: the school,

the community, and other schools. The local school program involves three major speech contests open to any student in the school; the contests, supervised by Mrs. Kersting, have as many as 750 contestants some years. The Davis-Hall Speech Contest has been held every year since 1907, with the exception of 1918, and is one of the oldest traditional speech contests in the West. Speakers participate in forums, speeches in support of school activities, and they join with radio, drama, and social science groups in furthering free discussion and speech activities in general. The community phase of the forensics program involves discussions, debates, and individual speeches before many clubs, churches and other community groups. As an example, the forensics group has just fin-

Drama at Pasadena City College



"Gloria," famous Christmas drama-music production of Pasadena City College, is pictured here with students in speech and drama having important parts.

ished a series of speeches before community groups in support of the campaign to have free X-rays taken. Some 50 community groups are visited every year.

The intercollegiate program is both competitive and non-competitive, and it serves to increase interest and participation in the entire speech program of the school. Each year eight tournaments are attended and the students are brought in contact with all the major universities of the West as well as the junior colleges. One major contribution of the competition with universities and colleges has been that a large number of Pasadena City College debaters attend those

schools after graduation and continue their interest in speech activities.

An active chapter in Phi Rho Pi furnishes a means to further speech activities in junior colleges exclusively. Two tournaments are devoted to the Phi Rho Pi: the Pacific Coast Phi Rho Pi, and the National Phi Rho Pi Tournaments. Participation in tournaments is determined by the possibilities of learning something from the competition and not on winning a trophy. The same number of tournaments are entered by students in years when no trophies are won as in those years when a number are won. 1949-50 just happened to be one of "those" years for Pasadena City College,

and a number of trophies was won. Thirteen first place trophies were added to the Speech Activities Room trophy case, including the National Phi Rho Pi Sweepstakes award. These first places include two debate, three impromptu, one oratory, five extemporaneous speaking, and one radio speaking. That the same persons are not winning a number of trophies is indicated by the fact that four different people won the five extemporaneous trophies. The competitive program gives a maximum number of persons an opportunity to develop potentialities that no other program in the school offers, and at the same time it contributes to the entire speech program to bring about a well-balanced educational offering in the field of speech.

Editorial and Comment

THIS N.C.A. AFFAIR

The big news of this issue, and it is news likely to absorb a lot of comment at the various speech conventions this season, is the attack of the North Central Association on interscholastic musical, debate, and Speech Events, which is to come to final issue next March.

The editor calls attention to the account of this issue from the Rostrum of the NFL and the article in protest from the pen of Glenn Mills of the Speech Faculty of Northwestern University, and that written by Prof. Hugo Hellman, of Marquette University.

From what we gather, the officials of the NFL have substituted their own opinions for the Committee Report, a most dictatorial procedure for America, and are proceeding to force it to a vote. Naturally Speech teachers all over the country are aroused at this high-handed procedure, and considerable discussion is likely to take place between now and next March.

If the principals and superintendents of the schools affected by the NCA action allow this move to be put over, we shall be greatly disappointed and surprised. We find ourselves hard put to it to remain quiet and gentlemanly under such provocation as the gentlemen who are officers of the NCA are providing. We greatly admire the restraint of Prof. Glenn Mills of Northwestern University in discussing this affair, and that of Mr. Bruno Jacob, Secretary of the National Forensic League of High Schools and Editor of the Rostrum. To us it about the most cowardly and dastardly attack upon Speech Teachers and Speech Contests that we have heard of for the last quarter of a century.

Turn to the account on page and read for yourself the dishonest and hypocritical remarks made about speech contests. Anyone who attends the tournaments and speech contests as they are practiced today, realizes immediately the hypocrisy and mendacity of this attack. We said it was not only dishonest but cowardly. Suppose you take a look at what they said about athletic contests.

These officious officials were evidently afraid to attack athletics but felt safe in attacking the Speech and Musical Activities. If this isn't cowardice, it's hypocrisy, and may-

be it's both—we are inclined to think it is.

We hope that the petitions will roll in upon them from every Speech Organization in the country—but, of course, such officials as these are impervious to petitions and to justice. The real end must be, of course, to reach the fairminded principals and superintendents of schools, whose job it is to handle School Activities, and who can do an excellent job of it (thank you) without being told by the North Central Association officers how to think and act. Since this is America, where people do not like to be told what to think, perhaps there is some hope.

There is one lesson we should take to heart in this, fellow speech teachers. Haven't some of us brought this thing down upon our Speech World by the attitude some of us have taken and by the remarks we have made in condemnation and in misrepresentation of debate and Speech Contests? A house divided against itself cannot stand! Besmirching your own nest isn't a lovely thing, and look — it brings unwelcome chickens home to roost!

ETHICS OF SPEECH CONTEST

Interscholastic contests in speech are organized and conducted for the purpose of developing competence in speech. These contests, properly conceived, are definitely pedagogical in their aims and objectives and should be viewed as educational projects. As such, they are designed to capitalize upon a natural and desirable rivalry between schools and between individuals.

The desire to win unquestionably supplies a strong incentive to application and achievement and is wholly commendable in the degree that winning is correlated with performance of merit.

All the rules and regulations governing contests are designed to make the winning of contests synonymous with good debating, good oratory, good declaiming, and good extempore speaking. While this objective has been largely realized, it sometimes happens that, under the stress of a desire to win, individuals become overzealous and do things that reflect on the good standing of the school they represent.

Every possible effort should be

made to preserve friendly relations and to conduct all contests on the highest possible plane. To this end the following suggestions are offered:

1. A speech contest is a friendly contest, not a war between enemies.

2. Make every effort to secure fair and impartial judges. If a contest cannot be won by performance of merit, it is better to lose it.

3. Get the home audiences to be absolutely fair and sportsmanlike. The highest kind of school loyalty is that which reflects credit on the home school, not that which tries to secure a victory at any cost.

4. Never allow anyone—speaker, coach, or friend—to quarrel with the judges after the decision. Talk with the judges, get their criticisms, learn all you can from them, but never, under any circumstances, question their honesty. They have given of their time to help you. Reward them by accepting the result of their judgment even though you may think it mistaken.

5. If two other schools are having a debate, and your school is to debate one of them at a later date, do not send a representative to take notes on the contest for use in your debate later. This is taking an unfair advantage and often leads to bitter feelings.

6. When unavoidable difficulties arise at the last moment, such as the absence of judges, get together and try to adjust matters with the utmost fairness, so that there will be no unfair advantage to any team.—Michigan High School Forensic Bulletin.

The Linfield Tournament has reached its 21st birthday this year. It is among the five or more oldest tournaments in the country. Tournament debating is that young—yes, indeed. Maybe you hadn't realized it. Tournament debating is here because it is more economical than the old one night stand variety. It is here because it has also become an intercollegiate and interscholastic social occasion. It is here because it has proved to be more educational than past practices. We mean by this that the student speaker can put his criticisms into immediate change in his work in the next

round. It is a practical way to learn as one goes by experience and by doing. If there is a better way to learn, the editor would like to know what it is. The tournament has become the most accepted method of modern debate because it is practicable, economic, and the most pleasant way.

The College Debate Proposition

Are we wrong or are we detecting disappointment on the part of college debaters with this year's college proposition. Have we debated this international organization stuff to the point of regurgitation. Are we really getting a bit sick! Maybe. If so, it is too bad. We all wanted to debate Communism. The Committee did its best to find us a possible subject or proposition to debate. Now if we are not satisfied, we are just an ungrateful lot, and perversity is our middle name. Maybe it's only that natural first few weeks reaction before we have really buckled down to work and discovered what is in our proposition. There is always a lot of early season grouching—maybe it's that.

We congratulate Pepperdine College on its opportunity to entertain the National High School Forensic Convention next June. Pepperdine has shown itself to be an admirable host to forensic meets and will undoubtedly acquit itself well in this new effort. Naturally the debaters of the Southern California Colleges will rally to the support of this affair, and will help with the judging and the entertaining for this is an all-Southern California event, and deserves unanimous cooperation.

Vichinsky Prevails With the NCA

Please turn to the report of the Contest Committee of the NCA in the first article of this issue and read Section 3 on Speech.

We'd like to know the disciple of Vichinsky and Molotoff who wrote this section. We'd like to ask him if he has attended a debate in the last thirty years and where. We'd like to ask him where he got such upside down notions of the way in which American college and high school debating is conducted. In fact, we'd like to challenge him to prove the truth of his remarks. When people slander people, they sometimes have to prove their careless assertions. If the gentleman who wrote this slander of Speech contests and debate will please submit his authority for his statements,

it would undoubtedly prove helpful in reaching the truth of this NCA tempest in the high school tea-kettle.

May we say that no real debater would shoot off his mouth in such a half-cocked manner. Debaters use evidence that they dig up in research—they do not go hog-wild on opinions. Nor do they adopt opinions without the evidence behind them. The blissfully opinionated author of the Speech section of the NCA Committee Report could learn a lot from the activity he is misrepresenting.

The men whose names are signed to this committee report say they did not make this report. The implication is that some unknown author from among the National Council of the NCA is guilty of the fabrication known as the Fisher report. Step out Mr. Anonymous and produce your evidence. This magazine will give you space, and will also find the refutation. Let's get down to the truth.

Those pious remarks you made about democracy — and then you ask us to quit teaching high school students the chief tool of legislation—debate. You ask us to leave the coming generations easy victims to Communists trained in debate. What's the idea of going pink on us!

CALENDAR

Oct. 13-14 So. California Speech Clinic, Los Angeles City College, Los Angeles.

27-28 Los Angeles City Four Round Practice Debate Tournament. Won by L. A. City.

Oct. 28. Beginning - of - the - Season Tournament, R. I. State College, Kingston, R. I.

Nov. 3-4 Univ. of Houston, National Speech Tournament, Houston, Texas.

Nov. 3-4 Southern Tau Kappa Alpha Tournament, Univ. of Florida, Gainesville, Fla.

Nov. 3-4 So. California Speech Events Meet, Santa Barbara College, Calif.

Nov. 9-11 Univ. of Alabama Discussion Tournament. The University, Tuscaloosa, Ala.

Nov. 11 Cross Examination Debate Tourney. Manchester College, North Manchester, Indiana.

Nov. 30, Dec. 1-3. Western Speech Tournament, Pepperdine College, Los Angeles. Emmet L. Long,

Host. R. D. Mahaffey and Paul W. Smith, Directors.

Nov. 30, Dec. 2 Dixie Championship Forensic Meet. Hosts: Wingate College & Mary Washington College. Hdqs. Selwyn Hotel, Charlotte, No. Carolina.

Nov. 17-18 Fourth Annual Debate Meet. Bradley University, Peoria, Ill. L. E. Norton, Dir.

Nov. 16-18 Tau Kappa Alpha Central Tournament, Purdue University, Lafayette, Ind.

Nov. 9-11 Univ. of Vermont Training Tournament. Thomas L. Hayes, Dept. of Speech, Vermont.

Nov. 24-25 New England Forensic Conference, Hotel Kenmore, Boston, Mass. Austin J. Freeley.

Dec. 2 Third Annual state-wide Forensic Meet. Oakland High School, Oakland, Calif.

Nov. 30, Dec. 1-2 East Central Forensic Meet. Ada, Oklahoma. D. J. Nabors, Director.

Dec. 1-2 University of Iowa Debate Meet. Conference on World Affairs. A. Craig Baird.

Stetson University Practice Tournament, Deland, Fla.

Dec. 1-2 Tufts College Invitational Meet. Medford, Mass.

Dec. 8 Debate Tournament, Greenville College.

Dec. 2 Dartmouth High School Tournament—New England. Herbert L. James, Hanover, N. H.

Dec. 2 Temple University Novice Meet. Gordon F. Hostettler, Temple U., Philadelphia, Pa.

Dec. 9 Bowdoin College Interscholastic Debate Forum. A. R. Thayer, Bowdoin Coll., Brunswick, Me.

Dec. 15-16 New York University Debate Tournament. University Heights, N. Y. Howard D. Stave.

Dec. 28-30 SAA Convention, American Forensic Ass'n, Hotel Commodore, N.Y.C.

Dec. Colby College Speech Festival. Maine Colleges. Albert Thayer, Bowdoin Coll., Brunswick, Me.

Jan. 12-13 Third Annual Purdue Invitational Meet, Lafayette, Ind. N. B. Beck, Director.

Jan. 12-13 Bates College Discussion Program. Maine Colleges. Lewiston, Me. Brooks Quimby, Dir.

Feb. 1-4 Spring Hill College Debate Meet. Open. Spring Hill, Alabama. James V. Irby, Director.

Feb. 3 Purdue Novice Tournament. Lafayette, Indiana. Richard Dean, Speech Dept.

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SPEECH ACTIVITIES

Book Reviews

Egbert Ray Nichols, Jr.

THE AMERICAN PRONOUNCING DICTIONARY OF TROUBLESOME WORDS

Frank O. Colby, Thomas Y. Crowell
Co., New York, 1950, 399 pp.

This is a publication of particular interest to those who are involved in speaking professionally. All of us are aware of the inconsistencies among dictionaries. All of us are plagued by the elusiveness of the proper pronunciation of certain words. Many continually ask the question: what standard is there for us to choose when we must choose between a common usage and the somewhat stilted "correct" pronunciation of a dictionary? Frank Colby does an excellent job of providing answers to such questions.

The iconoclastic author, well known to millions through his daily newspaper column, is not set at bay by traditionalism or the remnants of a usage long discarded. When he picks up the scent of a word he runs it directly to its burrow in current good American usage. Thus, Mr. Colby's approach to a pronouncing dictionary coincides with the teaching of the reputable phonetists of the day; that Standard American speech should be the pattern for emulation.

Three hundred and thirty-two pages of the book are devoted to the vocabulary of troublesome words. This dictionary, it should be noted, makes no attempt to be exhaustive, rather it includes those words which the author has found to be frequently mispronounced. In addition to the Standard American pronunciation clarified by his own copyrighted key to sound and stress, Mr. Colby usually gives variant pronunciations or mispronunciations, an explanation of the usage, the meaning and the derivation of the word, in an attempt to satisfy the insatiable "why" of the reader.

The range of the vocabulary is wide, including such exotic specimens as *rodomontade*, *hiliminthobia*, *sesquipedalian*, and such names as *Schiaparelli*, *Rasputin*, *Roosevelt*, *Melchior*, and such tributes to the medical profession as *aureomycin*, *pediatrician*, *geriatrics*,

and such foreign imports as *portechochere*, *hors de combat*, *guayale*, *geisha*, and such slang as *gizmo* and *gobblidygook*. The following word from Colby should be enough to conclude these extractions. It means inflammation of the respiratory tract resulting from the inhalation of silicate dust and apparently takes the palm from the former block buster, *antidisestablishmentarianism*. The word is, believe it or not, *PNEUMONOULTRAMICROSCOPICSILICOVOLCANONKONIOSIS*. Mr. Colby tells us how to pronounce it. The pages of the book not so far accounted for are devoted to chapters on Standard American speech, causes of failure in speech communication, the Colby key to pronunciation, criticism of the broad A, the speaking voice, and microphone technique.

The book is written in vivid language which, at points, becomes downright breezy. It is, however, an excellent reference work and one which should be at the elbow of every speaker.

BUSINESS AND PROFESSIONAL SPEECH

Clara K. Mawhinney and Harley A. Smith. American Book Co., New York, 1950, 22 pp.

This book, as its title indicates, is designed for the person who expects to use speech in the communicative situations which have evolved in the business and professional world. To present their point of view and to facilitate the organization of the book, the authors have divided it into two parts. The first deals with what the authors have termed "the basic factors of business and professional speech." The second part elaborates upon the "speaking situations most frequently met by business and professional people."

It can be seen from these divisions that this book does not follow the traditional pattern in public speaking. There is no intent that it should, for the authors have attempted a more specialized task. They are to be commended for pursuing their own point of view.

Mawhinney and Smith list the



Egbert Ray Nichols, Jr.

following as being the "basic factors of business and professional speech": 1. learning about people; 2. how do you learn? 3. learning about things; 4. your body speaks; 5. the words you use; 6. the way you sound. In order to cover this material in seventy-nine pages it has been necessary for the authors to hit the high spots rather than presenting fully developed topics. The first three factors deal with the psychological backgrounds of speech while the last three consider aspects of grammar and delivery. It might be suggested that the authors have not chosen the most appropriate title for Part 1, since they have not given full coverage to the basic factors of professional and business speaking. There is no mention of organization of material even in the index to the book.

The second part of the text gives good coverage to the standard forms of business communication. The following are included: conversations, interviews, oral applications, conferences, selling situations, good will speeches, presentation of reports, radio speaking, and after-dinner speaking.

Each topic is presented with pertinent suggestions to the student regarding his manner, his method, and his motives. At the end of each

chapter a summary of important points is given under the heading: "Remember," as well as a series of exercises for practice. The book is illustrated with exceptionally well-chosen photographs.

REPRESENTATIVE AMERICAN SPEECHES: 1949-1950

Edited by A. Craig Baird. The Reference Shelf, vol. 22, no.3. The H.W. Wilson Co., New York, 1950, 264 pp.

The current volume of Professor Baird's series of representative speeches is collected with his usual perspicacious sense of timeliness and quality. The speeches included in this volume are selected from the fields of international policy, national defense, the hydrogen bomb, government and politics, socio-economic relations, economics, and education. Speakers made available for ready reference here include such well known figures as Robert A. Taft, Harry S. Truman, Harold C. Urey, Harold R. Medina, Ralph J. Bunche, Dwight D. Eisenhower, and Dean G. Acheson.

The author includes an introduction in which he discusses the problem of judging the oral language of a speech. These comments together with those presented in the introductory or previous volumes, are well worth the attention of the student of public speaking. Professor Baird prefaces each speech by noting the situation in which it was presented and by offering pertinent background information. The volume concludes with thumb-nail biographical sketches of the speakers.

SHOULD WE HAVE MORE TVA'S?

Compiled by Walter M. Daniels. The Reference Shelf, Vol. 22, No. 2. The H. W. Wilson Co., New York 1950. 225 pp.

The title of this volume suggests the practical additions to the chain of "authority" legislation; the editor devotes the first section of the book to the TVA itself and, in the remaining portions, presents MVA, CVA, and the St. Lawrence Seaway. The final division takes up the "authority" idea in perspective.

Discussion of the MVA, the CVA, and the SLS is controversy over proposed legislation, whereas discussion of TVA is, or should be, an *ipso facto* presentation. One might be led into thinking that since we have

an example of the "authority" in being, we should simply judge it on the basis of its merits and demerits, tally up the balance sheet and find ourselves with the answer to whether or not we want more of the same. But as the first section of this book clearly indicates, there is little agreement in interpreting the advantages or disadvantages of TVA. There is no pat answer except for the extremist on either side.

If we cannot decide whether or not we want what we have got, shall we then enquire, how can we possibly decide whether we want more of the same? The question is not quite as effete as that, however, for the editor has presented not only the extremes but the modifications of the controversy as well. The reader or the student debater has the opportunity to judge the opinions and facts, if he can distinguish them, and draw his own conclusions as to the relative weight of the arguments.

It is also indicated that each instance of proposed legislation deserves separate study as a problem in itself, affecting millions of people, vast acreages of land, and remote sources of power, all of these factors having a peculiar identity in each of the three separate localities.

For the more philosophic, for the mind interested in principles rather than local benefits or dangers, the last section, which concerns the theoretical concept of the "authority" legislation, will prove of utmost interest.

THE WELFARE STATE

Edited by Herbert L. Marx, Jr. The Reference Shelf, Vol. 22, No.4. The H. W. Wilson Co., New York 1950, 212 pp.

The editor, in approaching the "Welfare State," has undertaken an almost impossible task—at least a never-ending one. He points out in his preface the formidable difficulty resulting from inability to define precisely the term at issue.

Despite this initial handicap, he has brought together the important voices on both sides, in the middle, above and below the controversy. Such names as the following indicate the quality of the author's selections: Stuart Chase, Karl Lutz, Henry Steele Moley, Herbert Hoover, Donald Richberg, and Norman Thomas.

The plan of the book is traditional, presenting the problem, the merits, the dangers, the experience abroad, and the way ahead. This book provides an easily accessible collection of opinions which should be of interest to the general reader as well as being an invaluable aid to the debater.

INSIDE STORY OF N.C.A. RESOLUTION

On August 17 officers of the Illinois Music Education Association held an interview with Dr. L. B. Fisher, chairman of the North Central Association Contest Committee. The report of that interview is deeply significant. It disclosed how the North Central Association operates.

Asked how the report was arrived at, Dr. Fisher reported that the committee members spent some time in studying literature in the field of psychology of learning and talked with secondary school educators located in various colleges. "At no time were the high school administrators or teachers contacted." Why were not school administrators or teachers contacted? Could it be that the committee did not wish to discuss the issues involved?

CALENDAR

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- Feb. 9-10 Abilene Southern Debate Tournament, Abilene, Texas.
- All Southern Debate Tournament, Agnes Scott College, Decatur, Ga.
- Feb. 10 UCLA Individual Events Speech Meet, Los Angeles. Wesley Lewis.
- Feb. 9-10 Fifth Annual Invitational Debate Tournament, Boston University, Austin J. Freeley.
- Feb. 16-17 Eau Claire (Wis.) State Teachers College Meet, Grace Walsh, Director.
- Feb. 16-17 DePauw University Tournament, Greencastle, Indiana, Forrest L. Seal.
- Feb. 16-17 California Ass'n Debate Tournament, California Tech, Pasadena, Calif.
- Feb. 23 University of Michigan Debate Meet, Ann Arbor, Mich. Edd Miller, Director.
- Feb. 23-24 Massachusetts Inst. of Technology Invitational Tournament, Cambridge, Mass.
- Feb. 15-17 Linfield 21st Interscholastic Meet, McMinneville, Ore.
- Feb. 23-24 Indiana State Teachers

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Remarks for the Good of the Order

WOMEN'S SPEECH WORKSHOP AT THE UNIVERSITY OF TEXAS

In a room on the northeast corner of the Forty Acres, political leaders can get a few tips on how to win friends and influence people.

Women at the University have taken to the platform. Orations, debates, extemporaneous speaking, impromptu speaking, and discussions are all a part of a workshop program that is developing a select group of spellbinders. The women, trained to think reflectively and to voice opinions in a poised, assured manner, have demonstrated their abilities in the large number of laurels won for the school. During the three years of its existence, the workshop boasts a high percentage of first place wins.

In the ten debate tournaments entered members of the debate team have won five first places, three seconds, and one third. Members of the workshop have also rated several top places in oration and extemporaneous speaking.

Workshop members, all above-average students, learn that the organization is aiming higher than just to capture trophies. The women have caught a spirit that emphasizes a willingness to accept defeat graciously, yet they have developed a determination to try even harder in the next competition.

Kitty Moore, a Phi Beta Kappa student, is an example of this spirit. Before joining the workshop, Kitty found it difficult to get on her feet and present thoughts clearly without fear. In workshop sessions, she worked diligently practicing her delivery. At her first debate tournament, Kitty and her speaking partner lost four debates and won only one. The coach feared that the losses would discourage Kitty. Her answer: "Just wait until the next tournament!"

At the large Glendy Burke Invitation tournament at Tulane University, Kitty and her colleague, Martha Farr, defeated seven men's teams—one of which was a West Point tournament winner a few weeks later—and lost only in the eighth round to a girls' team.

The workshop was started three years ago when only five women reported for the first meeting. Now its

membership is well over thirty. The women meet for an hour and a half each Thursday afternoon. As no credit is given for this work, the women participate only because they enjoy it and feel that the experience is helpful.

At many of the sessions four debates are being held at the same time. Experienced debaters act as critics for those debates which the coach is unable to attend. When there is no scheduled debate or discussion, impromptu speeches on the debate topic are the order of the day. Listeners give constructive observations which are carefully heeded by the speakers.

Sara May McCampbell, senior from San Antonio, Texas, who has won more cups than any member of the workshop, has this to say concerning her workshop experience: "Nothing has stimulated my thinking and given me so much self-assurance as my debate work has done."

"The workshop has given me more poise and developed by leadership," says Nancy Johnson, a junior speech major.

A freshman pre-law student, Dorothea Bachemin, finds that topics discussed in workshop sessions help her in other courses.

"The workshop has been a revelation to me," she commented. "I didn't know what was going on in the world. Now, after research and digging for facts, I find that even a topic such as the nationalization of basic industries is related to various subjects included in my college courses."

The workshop membership includes students who are majoring in radio, law, education, speech, English, economics, and other subjects. The only requirement for membership is a scholastic average of "C" and a desire for speech improvement. No formal tryouts are held. Officers are elected; and in cooperation with the director and her assistant, members help plan the workshop activities. Coaches select students to enter competition with other schools on the basis of the members' accomplishments in the workshop.

Each year a loyalty cup is pre-

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SPEECH STUDENTS DO GRADUATE WORK

By Roy D. Murphy

LAST year, nine talented southern students were broadcasting, acting, debating or administering speech therapy on the campus of a little undergraduate college located in the heart of Louisiana's bayou country.

In the spring, they terminated an active and varied college life which had been enriched with experiences gained through participating in speech activities.

Summer found them working, traveling, or resting. Even though they had been graduated from Southwestern Louisiana Institute as speech majors, they were making plans to spend more time in classrooms, libraries and laboratories. They were not thinking of returning to S. L. I.; they were going to do graduate work in speech.

When the 1950-51 academic year opened, these nine young men and women, who had spent four years working together in the deep South, found themselves located on the campuses of six different universities. Most of them were adjusting to the strange, new surroundings of the Midwest and Southeast.

Some of these students could hardly believe that they were about to do graduate work, for it seemed to be a financial impossibility. However, on the strength of their records in scholarship and speech activities, the needy had been granted some form of financial assistance by their respective universities. This assistance provided the opportunity for them to do advanced study in speech.

Since 1944, a total of twenty-four S. L. I. speech majors have worked toward advanced degrees at the University of Wisconsin, Northwestern University, the University of Illinois, the University of Alabama, Florida State University, the University of Denver, and the Louisiana State University.

As the current academic year opened, Jackie Todd, of Lake Arthur, was furthering her speech education at the University of Wisconsin. Southwestern speech majors who have preceded Miss Todd at Wisconsin are Quintella Anders, of Lafayette

ette, Louisiana, in 1944; Anabel Dunham, of New Orleans, in 1945; Beverly Dalferes, of Lafayette, in 1946; and Julienne Martin, of Lafayette, in 1949.

Northwestern University's NBC Summer Radio Institute had Roussel de Gravelles, of New Iberia, Louisiana, in its carefully selected student group last summer. Other Southwesterners who have done advanced work at Northwestern are Martha de Gravelles, of New Iberia, in 1946; and Clyde Shaw, of Jennings, in 1949 and '50.

Calvin Blue, of Lafayette, is doing advanced work in speech at the University of Alabama. He follows Totsie Bousquet, of Baton Rouge, who was there in 1947, and Marvelle McMillan, of Lafayette, who spent two college years on the Alabama campus, beginning in 1947.

Louisiana State University has another Southwesterner among its graduate students of speech this Fall. She is Bea Yousko, of Morgan City, Louisiana. Jack Handley, of Ville Platte, Louisiana, is also spending the year at Louisiana State University. He was there last year, along with Dorothy Fleming, of Crowley, Louisiana, and Rosemary Flynn, of Alexandria, Louisiana.

Lucille Magnon, of Lafayette, and Mrs. Ruby Lee John Draughon, of Sulphur, Louisiana, journeyed to the University of Illinois to further their speech training. Miss Magnon is beginning advanced work and Mrs. Draughon, is continuing the graduate study and teaching assignment she undertook last year.

Florida State University is becoming acquainted with Southwestern speech majors this year. Marguerite Richard and Merrita Domingue left their Lafayette homes to assume their assistantship responsibilities and embark on their graduate school work at Florida State.

Only two Southwestern speech majors went West for advanced study. They are Evelyn Merrifield, of Lecompte, and Scraanton, of Lafayette. Miss Merrifield spent two academic years at the University of Denver, beginning in 1944, and Mr. Mouton was with the Little Theater of the Rockies at the Colorado State College of Education, Greeley, in 1947.

Two speech students did advanced

study at the Radio Drama Guild, Milwaukee, Wisconsin. Patrick Tolson was there in 1941 and Martha de Gravelles was enrolled in 1942.

Kitty Henry spent the summer of 1948 at the Provincetown Theater for advanced work in dramatics.

With the ever increasing demand for speech specialists, Southwestern's students of speech are expected to continue their interest in graduate school study.

WOMEN'S SPEECH WORKSHOP

Continued from Page 169

sented to the girl making the greatest contribution to the workshop. Members themselves choose these winners, voting by secret ballot. Miss Mary Ann Tucker, president of the organization, was last year's winner.

There are those at the University, especially among the male students, who feel that the young women know all there is to know about "persuasive speaking." The girls, however, do not think so. Consequently, they plan to continue their attendance at workshop sessions—credit or no credit.

NFL CONVENTION COMES TO PACIFIC COAST

George Pepperdine College in Los Angeles to be Host

A national speech tournament of 200 students to be held June 25-30 was approved by the Contest Committee of the National Association of Secondary School Principals at its annual meeting in Chicago on Aug. 24. Director R. B. Miller of Hammond and the Secretary represented NFL at the meeting.

The Committee ruled first that any national tournament, even though held during the summer vacation, comes under its jurisdiction if the participants are selected at interscholastic contests during the school term. As such a tournament would not cause pupil or teacher absence from the classroom it was willing, however, to approve a considerably larger entry. For 1951 it set a limit of 200 students without regard to the number registered from any one state. With a limit of five from any one state last year we had a total of 106 students, 16 entered in two contests.

The Committee expressed fear that the tendency toward larger tournaments might bring protests

from school principals. It therefore made the present approval strictly a one-year trial and rejected our request to allow a school to send two or four in debate as it might choose. The 1950 limit of two in debate remains in effect.

Entry rules to select the 200 contestants will be adopted by the Executive Council at its December meeting in New York. The possible changes which the larger number permits will be considered in the November Rostrum for study and advice by the Chapters.

The Host School

George Pepperdine College in Los Angeles has been selected as host to the 1951 tournament. It offers the facilities of its splendid new plant both for the contests and for the accommodation of the contestants in its modern dormitories. More complete information will be set forth in later issues of The Rostrum.

Meanwhile Vice President J. Edmund Mayer assures the Council that the numerous colleges and universities in the Los Angeles area will provide one-half of the judges the larger tournament will require. Working with L. D. Hanks, Southern California's chairman, he will also arrange tours to the interesting places in which Los Angeles abounds.

CALENDAR

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- College Tournament. Terre Haute, Ind. George McCarty, Dir.
- Feb. 23-24 Univ. of Nebraska Tournament. Lincoln, Nebr., Donald Olson, Director.
- March 2-3 Indiana University Debate Tournament. Bloomington, Ind. E. C. Chenoweth, Dir.
- March 3 Rhode Island State Coll. high school Meet. Rhode Is. high schools. Kingston, R. I.
- March 9-10 Fifth Annual National Tournament, Boston Univ. Boston, Mass. Austin J. Freeley.
- March 9-10 Brooklyn College Debate Tournament. Brooklyn 10, N. Y. Judy Spiegelman, Dir.
- March 1-3 Linfield Intercollegiate Forensic Meet. McMinneville, Ore. R. D. Mahaffey.
- South Atlantic Debate Tournament. Lenoir Rhyne College, Hickory, N. Carolina.
- March 16-17 Rhode Island State College Congress. Phillip Moore Director.

March 21-25 Mary Washington National Tournament. Add: Nancy Leonard, Box 2011, Mary Washington, Charlottesville, Va.

March 29-31 Eastern State Speech Association, Hotel Kenmore, Boston, Mass. Also A.F.A.

Univ. of Maine Debate Meet, Orono, Maine. Wofford Gardner, Dir.

April 2-7 Southern Speech Association Convention and Tournament. Univ. of Florida, Gainesville, Fla. Douglas Ehninger, Dir.

Bowdoin Freshman Debate Meet. Brunswick, Me. Albert Thayer, Dir.

April 12-14 Fourth Annual Round-up Tournament, Texas Univ. D.S. R. Chapter. Edgar G. Shelton.

April 19-21 Fifth West Point Invitational Tournament. West Point, N. Y.

April 28 Third Annual Interscholastic Meet, Boston University. Austin J. Freeley, Dir.

May 4-8 Annual Interscholastic Meet, Univ. of Redlands, Calif. E. R. Nichols, Dir.

June 25-30 Annual National Forensic League Convention. Pepperdine College, Los Angeles, Calif.

High School Handbook

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(b) Where the great issues of today will meet and clash in dead center,

(c) Where the two major political parties clash on the great domestic issues of our time.

You'll accept these premises, of course, only if you are interested in the broader, the finer, and the greater objectives of debate, than in the winning of some particular cup or contest. You will accept them only if you will agree that the more nearly we can put our debaters to the job of clarifying the issues of our day, the more useful our debating will be.

Starting with these premises we will then want to put the affirmative about in the position of the Republican Party, generally opposed to increasing Social Security, parity payments to farmers, compulsory health insurance, federal aid to education, and whatever else the Democrats are likely to think up next. We ought to put the negative about in the position of the Democratic party, advocating generally the expansion of the welfare activi-

ties of the government and standing specifically for most if not all of President Truman's "Fair Deal" program.

So far this season I have heard at least a dozen practice debates on this proposition and have judged about the same number of tournament contests. I have decided in the first place that for my favorable judging the affirmative is not tied to every fool thing that every fool Republican may oppose or propose, any more than the negative is tied to defending indiscriminately any and all of the mistakes the Democratic Party may have made. To be specific I like the affirmative that chooses for attack about four of the major elements of the "fair deal." These I believe are Social Security, Federal Aid to Education, Compulsory Health Insurance, and The Farm Program. To expect the affirmative to expand the attack to the ten or fifteen elements that some of the debate handbooks tell us are the essentials of the Welfare State is not only to expect the impossible, but also to invite confusion. You don't have to pick up, turn over, and examine every apple in a basket to draw some conclusions about a basket of apples.

When we have agreed on the center of the area of the argument in which we expect our teams to operate on this proposition, the precise wording of the definition of "Welfare State" is a matter of comparatively minor importance. The best definition I have heard is the one that says simply:

"THE WELFARE STATE IS A GOVERNMENT THAT ASSUMES INCREASING RESPONSIBILITIES FOR THE SOCIAL AND ECONOMIC WELFARE OF ITS CITIZENS."

I like that definition not only because it fits the situation but because it has a certain fluidity about it. Both our government and the Welfare State are a growing and developing thing and the definition therefore should permit growth and development. The use of the word "increasing" satisfies this requirement.

When we come to the analysis for finding issues on the proposition it has been my observation from the debates that I have heard and judged that here again the proposition has created new difficulties. These difficulties result from the fact that we have gotten into the

habit of analyzing a certain type of proposition in a certain way. It has become the custom to build the affirmative case on the basis of demonstrating a need and proposing a practical plan and this approach obviously does not fit. This very often led to an adaptation in which the affirmative shifted to what might be called a "customary negative" to attempt to prove that there was "no need" and no practical plan. The difficulty with this approach is two-fold. The first difficulty is that, both from the standpoint of the affirmative and the negative, to attempt to show that there is not a need for even the four elements of the Welfare State that we consider adequate, leads to a mass (or mess) of argument that is hopelessly scattered and confusing. The result is a debate in which there is no issue and no result. The debate results in the conclusion that there is need, perhaps, for the Farm Program and perhaps for Compulsory Health Insurance. That leaves the score two for the affirmative and two for the negative and the judge in a tight spot. The second difficulty with this type of analysis is largely the problem of the affirmative. With all of the facts and statistics available and with many of these welfare activities of the government already established and accepted by the American people, it is almost impossible for the affirmative to convince anyone that there is "no need" of any sort. If the affirmative attempts to compromise they must say something to the effect that there may be some need here and there and every debater knows the hot water he gets into when he begins talking like this.

The best debates I have heard on this proposition this year resulted from analyses in which both the affirmative and the negative made very fundamental and basic approaches. They asked two simple questions:

(1) Is the Welfare State sound in theory?

(2) Is the Welfare State sound in practice?

Under the heading of the soundness of the theory of the Welfare State were grouped all of the arguments related to the fundamental nature of our democratic government and our capitalistic system, socialism, free enterprise, liberty versus security, private enterprise and

initiative, etc. On this issue on the negative it was argued simply but rather effectively that the Welfare State was nothing more or less than the adaptation and application of the principle of equality of opportunity conceived by our founding fathers to meet the complex industrial an deconomic machinery of our time.

Under the issue of the practicality of the Welfare State the affirmative grouped the evidence of blundering, inefficiency, graft, corruption, and politics that is available in the history of the government operation of such programs as a Social Security and the Farm Program. On this point the negative deduced whatever evidence it could to refute these indictments, insisting that they were only carping criticism, not of essential issues, but of details, adding the clincher that since all of these problems were national in scope the Federal government is the only agency which could deal with the problem in any practical way.

I believe that this approach to an analysis is best not only because it makes the best debate at this particular time, but also because it makes the greatest contribution to our democracy. The most acute observers of our political scene are unanimous in the opinion that if we ever lose our democracy in this country, it will not be deliberately and openly. They tell us that we will back into it, piece-meal and bit by bit, adopting one measure after another on the road to something else, to wake up suddenly and, too late, to discover that retreat is impossible. If this is true, then, it is of first importance that we should ask whether or not the Welfare State is such a step, and in asking it we should ask the fundamental and basic questions of whether or not the Welfare State is sound in theory i.e. consistent with the theory of our democratic institutions and sound in practice in a democracy.

1950 College Debate Question

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23 and 24, 1950, and phrased the topics listed above: T. Earle Johnson, University of Alabama, for Tau Kappa Alpha; William Howell, University of Minnesota, for Delta Sigma Rho; Glenn L. Jones, Pueblo Junior College, for Phi Rho Pi; Glenn Mills, Northwestern University, representing Speech Association

of America; Glenn R. Capp, chairman, Baylor University, for Pi Kappa Delta.

The committee considered seriously the frequency with which topics and debate propositions were suggested by various schools. Experts were called in for consultation and the librarian of St. Louis Public Library assisted in locating information important to the deliberations of the committee. The committee members were unanimous in their opinions that the problems relative to selecting topics can best be met by a meeting rather than through correspondence.

The broadness of the debate proposition was discussed thoroughly at the St. Louis meeting. The committee members felt that a broad topic of this nature subject to several legitimate interpretations would be preferable to a statement narrow in scope. It was felt that such a statement of the proposition would encourage a thorough investigation and would give the advantage to those students doing the greater research and the more intelligent analysis.

The regulations under which the committee operates prevent issuing any official interpretation. The committee felt that debaters could interpret the questions as they pleased so long as they were able to justify their interpretation and analysis.

As the Debaters See It

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ly favorable comments testifying to the benefits of college debate training should give forensic directors renewed faith in their efforts. To extend this valuable training to more students, to foster a more enthusiastic program, and at the same time to strive to improve such training, should be our goals.

Reply to North Central Committee

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pronouncements about democracy which appear in the official report. Secondly, if the N. C. A. prefers "intelligent study and exchange of ideas," why didn't they consult the elected leaders of the teachers of speech, music, and art? They might at least have consulted the professional workers who are most familiar with the problems in contest activities. The language of the report reveals no evidence of such consultation. Perhaps some officials of

the N. C. A. have seen in our speech literature some criticism of contests, and from this they may have misjudged the climate of professional opinion. Thirdly, we think that the move of the N. C. A. officials to control specific educational practices in individual schools, even on the basis of the votes of delegates, violates the principles of local autonomy and state responsibility. If a local school offers an educational experience which the patrons, students, and teachers approve, we believe that any extra-legal "outside pressures" should not be permitted to disrupt the program. Finally, as Professor Fisher himself put it, "There is no point, as I see it, in recommending the abandonment of something without first having an activity which seems to be more acceptable than the one which one is abandoning."

Study Outline College Question

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Foundation Lectures. Chicago; The University of Chicago Press. 1948. (Note especially pp. 267-303).

34. **The World's Destiny and the United States**—World Citizen's Association. Chicago; R. R. Donally & Sons Co. 1941.

35. Wheare, K. C., **Federal Government**. New York; Oxford University Press. 1946 (For points on federal government).

36. Wilson, D. and E., **Federation and World Order**. London: Thomas Nelson and sons. 1940 (See conclusions)

37. Wyner and Lloyd, **Searchlight on Peace Plans**. New York: E. P. Dutton and Co. 1949 (Read Rapidly)

Periodicals

1. Brodie, Bernard. "Strategic Implications of the North Atlantic Pact," **The Yale Review**, Vol. 39, No. 2 (Winter 1950) pp. 193-208.

2. "Congress Looks Over Aspects of the Aid-To-Britain Problem," **Congressional Digest**, Vol. 29, No. 6-7 (June-July, 1950) pp. 165-192.

3. Cort, David. "The Masquerade of World Politics," **United Nations World**, Vol. 4, No.5, (May, 1950) pp. 7-13.

4. "Cracks in the Soviet Block," **United Nations World**, Vol. 4, No.1 (Jan. 1950) pp. 8-11.

5. Dolivet, "The H Hour", **United Nations World**, Vol.4, No.3 (March 1950) p. 64.

Specimen Debate Division

Resolved that the Non-communist Nations Should Form a New International Organization

First Negative Constructive

James Cravitz, U. S. C.

Mr. Chairman, Mr, Critic, Worthy Opponents, My Esteemed Colleague, ladies and gentlemen: It is indeed a pleasure and an honor, and certainly a privilege to have been chosen to speak before this body this afternoon. My colleague and I were even more pleased when we learned that Mr. Privett and Mr. Ruston from George Pepperdine College would speak on the same platform. However, our pleasure in being here is somewhat exceeded by the realization of the gravity of the problem with which we are now faced. For, if the American scene were to be confronted anew with the realization we're once again within the throes of a world holocaust, if the scars of Hiroshima and Nagasaki would become the scars of New York and Philadelphia, then the question might well be asked, what went wrong? Where did we fail? What was left undone. In the fervent hope that these questions need never be asked, we of the affirmative are here today, resolved that the non-communist nations should form a new international organization. It is the belief of the affirmative that this position is predicated upon two basic understandings, first the United Nations does not constitute a deterrent of the imminent danger of communist aggression, and, second an organization of non-communist nations would tend to avert further world conflict. I will discuss the first contention, and Mr. Pic'l, the second. My colleague and I feel that there are two terms, agreement upon the connotations of which, would lend clarity to this debate. The first of these is **non-communist** which we feel is best defined through employing the logical law of the excluded middle. All nations, other than those which are considered to be within the sphere of soviet influence will be treated as non-communist. The second term which we feel might need further clarification is **new international organization**. This term refers to a union of sovereign and independ-

ent states which would be separate, independent of and not responsible to the jurisdiction of any other international organization now in existence, deriving its authority from powers delegated it by its proponents. As opening speaker for the affirmative, I will present three things: First, the record of the security council is one of obstruction and stalemate; second, the failure of the security council can be attributed to the lack of unanimity of purpose within that body; third, this lack of unanimity of purpose will in the future prevent the security council from executing its primary function—that of maintaining peace and security, and thereby I shall substantiate the initial affirmative contention that the United States does not constitute a deterrent to the imminent danger of communist aggression. In considering our first point, that the record of the security council is one of obstruction and stalemate, Mr. Pic'l and I were particularly impressed by the investigation of the attempt of the security council to maintain peace and security, conducted by Leland N. Goodrich and Edward Hombro in their book, Charter of the Nations, Commentary and Documents. They cite many instances illustrating the security council's inability to solve problems involving the major issues cited by Goodrich and Hombro. We would like to mention the Greek and Czechoslovakian issues as typical. In reference to these questions two factors stand out, first, the imperative need for a quick solution and second, the effectiveness with which that solution was blocked, by the Soviet Union. In demonstration of this latter factor the following statement is made by Goodrich and Hombro, and I quote, "The majority conclusions and recommendations were not acceptable to the Soviet Union, and, consequently failed of adoption. Other proposals proved unacceptable to the Soviet Union, therefore, the Security Council then voted to remove the issue from the list of matters of which it was then seized." When the Security Council turned its attention to the problem

of Chekoslovokia its failure is summarized in these words by Goodrich and Hombro, and we quote, "The question was placed on the agenda of the council over the opposition of the Soviet Union but the proposal to appoint a sub-committee to take evidence and report was defeated by the negative vote of this one permanent member." Still another major blot upon the record of the Social Security Council is in regard to the control and regulation of atomic energy. Two clear cut positions developed in which I would like to quote Dr. James G. Harling, chairman of the commission to study the organization of peace, and research affiliate of the American Association for the United Nations. In his volume published in August of this year, a documentary textbook on the United Nations, we read, "In the Security Council the Soviet position has been supported only by the Ukranian U.S. S.R. The Security Council has voted 9 to 2 in favor of the plan which has been supported by the United States and eight other members of that body. Moreover, the General Assembly, by a vote of 40 to 6 with only four abstentions, has supported the majority plan. Thus the deadlock stands." Again we see still another case of the will of the majority being stymied by the power of the few.

Furthermore, over and above the aforementioned cases, report No. 2501 of the committee of Foreign Relations of the United States Senate refers to, and I quote: "The Soviet block has prevented the extension of International cooperation by the very use of the veto, negating the proposed membership of Austria, Salol Finland, Ireland, Italy, Korea, Nepaul, Portuga, and Jordan." Quite obviously there is included in this list, at least three nations whose lack of membership in a world organization has proven of particular value in implementing Communist strategem. Thus we see the record of the Security Council is one of obstruction and stalemate. In examining the second affirmative point which is certainly the failure of the Security Council can be at-

tributed to the lack of unanimity of purpose within that body, Mr. Pic'l and I find this point to be almost a truism. The new universal acceptance of the point is given further weight by the hearing before the Foreign Relations sub-committee of the United States Senate, relative to the revision of the United Nations Charter, published September 1, 1950. I would like to quote from that committee's findings: "The year since 1945 made it abundantly clear that the basic principle upon which the United Nations as a Security System was to rest, namely the willingness and ability of the great powers to get together, in preserving the peace, has not been in accord with the fact." Further substantiation of this point can be found in Hans J. Morganthau, **Politics Among Nations** published in June of this year. Dr. Morganthau is an outstanding authority on international relations and professor of political science at the University of Chicago. He says, and I quote, "The tension between the East and the West is all pervading and paralyzes the international government of the United Nations. Not only in its over-all function, that of maintaining peace and security, but also what are in themselves only technical matters of secondary importance." Therefore, at this point in the debate we of the affirmative feel that not only have we established that the record of the Security Council is one of obstruction and stalemate, but also the vast weakness can be attributed to the lack of unanimity of purpose within that body. At this time I would like to quote Dr. Stephen T. Poseney, professor of geo-politics, Georgetown University, as reported in the recent edition of the Yale Law Journal. He states, and I quote, "That the United Nations will be able to master the great crises of history and prevent those major wars which are provoked deliberately by powerful nations, is doubtful. In fact, it is highly improbable." Dr. Poseney further elaborated on this point by concluding that, "While the charter may offer protection in small dangers, it offers none against the chief danger — war between the big powers." This statement by Dr. Poseney comprises the first piece of evidence in substantiation of the third affirmative point, that this lack of unanimity of purpose will in the fu-

ture prevent the Security Council from executing its primary function. The point is given further weight by Francis Wilcox, from the University of Louisville, on leave as chief international relations analyst, Library of Congress, who in an edition of the American Political Science Review states, and I quote, "The Security Council is primarily designed to prevent wars between small states and to nip in the bud threats to world peace which might come from our World War II enemies, namely Germany and Japan; it is not geared to prevent war which might involve any of the five permanent members." Further evidence is found in substantiation of this point in the report of the Committee on Foreign Relations, relative to revision of the United Nations Charter, to which I have referred before, and we quote again, "Since 1947 there has been increasing concern on the part of the American people at the rising tension between the East and the West. The American people now realize that the U. N. as it is presently constituted is not able to eliminate those tensions." Now we see that this lack of unanimity of purpose will in the future prevent the Security Council from executing its primary function. Therefore since, I, the record of the Security Council is the one of obstruction and stalemate, II, the failure of the Security Council can be attributed to the lack of unanimity of purpose within that body, and III, the lack of unanimity of purpose in the future will prevent the Security Council from executing its primary function, that of maintaining peace and security, we of the affirmative present as our initial postulate, that the United Nations does not constitute a deterrent to the imminent danger of Communist aggression.

First Negative: Constructive **Don A. Ruston, Pepperdine**

Honorable Critic, members of the audience, kind members of the opposition, and colleague: Every time Pepperdine meets the University of Southern California I can hardly keep from smiling. The case that has been presented by the opposition carries with it a number of far reaching and deep implications. A few of these we would like to consider this morning, not in the light of present world conditions, but as the members of the opposition have chosen to deal with them in somewhat of the theoretical manner of

geo-politicians. Members of the opposition have told us that the United Nations organization is not a deterrent factor to Communistic aggression. They spoke to us of two issues in the world where immediate solution was not possible because of obstructionist practice in the United Nations organization. What they did not tell you are the successes of this organization. The current one of course being Korea. There is a clause in the United Nations Charter which speaks of joint or separate action and it is through this joint or separate action that the nations of the world who have a unanimity of purpose are able to combat such forces as Communist aggression in Korea. Before continuing with the refutation in the introduction or the definition of terms, the members of the opposition spoke of a new international organization and defined non-communist for us. By their definition of non-communist and new international organization they said that this organization would be subject to the dictates of no nation or group of nations outside its sovereignty. In other words they would not be subject to any dictates by the United Nations organization. This would have meant of course, according to the United Nations organization charter, that any nation that is a member of this organization, that the members of the opposition oppose, could not remain in the United Nations. I think that this will become quite important in the succeeding debate and I should like for you to remember it as we continue. The members of the opposition spoke of a lack of unanimity that caused the failure of the Security Council, and thus the failure of the United Nations organization.

Now you will note the members of the opposition said unanimity of purpose; they didn't attack in any way the structure of the United Nations organization, but spoke of an unanimity of purpose. Now can laws change ideas? Can the changing of structures change ideas? If a certain nation has relegated its purpose for a certain end, can the changing of a law or structure, change that idea? The proposition of the negative team this morning is that the structure of the United Nations organization is satisfactory, if the purpose of the nations is in one accord. In other words, what we need isn't a

change in structure, isn't a revising of the structure, but what we need is good will among nations, and if there is good will among nations, any structural organization will work; as long as there is not that unanimity, no structure under the sun will be successful in eliminating war. A member of the opposition has told us of a number of issues that have occurred in the United Nations, and in each case, action on each one of these issues was blocked or there was great difficulty in solving the issue. Then the members of the opposition told us that the United Nations was not capable of preventing a major war. Each one of the issues that the members of the opposition spoke to us about, was a small minor issue dealing with inner nation relationship. Most of the issues at hand in the United Nations organizations are those issues which we are still trying to decide from the last war. Being that type of issue, we cannot expect a complete unanimity; there is going to be difference of opinion and because there has not been a rapid solution to each problem, the members of the opposition want to pull out of the United Nations organization. Let us consider what purpose the members of the opposition might have and what might be achieved by such a movement?

First, the members of the opposition take with them, when they leave the United Nations organization all the good will that has been built up through this organization. Secondly, they cause an even wider gap and breach between the two worlds today. In other words, there are a number of nations in the world today that have not decided that the United States doctrine, is the doctrine which they should follow, and there are a number of nations which have not decided that the U. S. S. R. is the sphere of influence that they should join. In this case it would be necessary for a nation to commit itself definitely and openly. In the case of India, which has to this point remained non-partisan, and in the case of many of the larger nations of the world it would mean a split, probably even among the countries. Now by splitting off how can we ever hope to solve the problem? Members of the opposition say we can't solve the problem of the Atomic Bomb in the have maintained that the United that are not within the Russian

rent to communistic aggression and Russia and the United States if we United Nations organization; how aren't even sitting at the same Nations organization is not a determination in establishing a plan can we work out a solution between table? Then the members of the clude as non-communist all nations sphere of influence. There are a number of border line nations such as Czechoslovakia, Poland, Hungary, Yugoslavia, and other nations which are in Western Europe, that the ERP and the Marshall Plan have been directed toward. In other words, there has been an interest shown by the United States government in bringing these nations to their feet, economically; we thereby hope to bring them into the American Democracy sphere of influence; however, if we attempt to establish an organization separate from the United Nations organization, it will mean a declaration on the part of these nations to enter one camp or the other. Can you imagine a country such as Hungary, which is sitting on the Soviet border, coming to join the United Nations organization, or a country such as Yugoslavia, when she is remaining right next to the Russian border. Certainly nothing would cause a greater tendency toward war than this. Members of the opposition on the one hand tell us that they are seeking peace, that they don't want the scars of Nagasaki smeared across New York City. On the other hand they tell us that the United Nations organization is not succeeding because there is no unanimity of purpose. They hope to bring about this unanimity of purpose by splitting the world completely into even wider difference than it is today, and by not even meeting with the other nations of the world on these more potent issues. The economic structure of the world today is indeed unique. The Soviet Union has tried a number of programs, the first of these programs was a set of peace treaties that were set down following the first world war. This set of peace treaties enabled the U. S. S. R. to take over some eight hundred miles of Polish territory, large amounts of Hungarian territory and large amounts of territory from Rumania, Bulgaria, Yugoslavia; to aggrandize Estonia, Latvia, Lithuania, East Prussia and large sections of Finland. These treaties were agreed to by the United States, the result of

these treaties was that each one of these countries was even less an independent economic unit than it was before the war. In addition to this the U. S. S. R. has taken steps toward five year programs throughout many of the countries of Europe, establishing corporations whereby they were jointly owned by the U. S. S. R. and the country they joined with. Now this means that the United States has an obligation to the rest of the world; we agreed to the treaty program that we condemn economically and the obligation that we have to fulfill is to provide these people with the resources that they need; it is to provide these people with the necessary gold and necessary funds to continue their economy. Now in this case the United States has tried a number of programs. One of these programs is the Truman Doctrine, the ERP, another is the Marshall Plan and others are the loans which we are carrying on. We of the negative contend that this obligation that the United States owes the rest of the world, and that this obligation that we are attempting to fulfill in this manner, is the best means in which to stop communist aggression. We successfully stopped communist aggression in Italy through this type of means, we have stopped the communist domination of France in this way, and we are gradually becoming more effective in our methodology in this unilateral war. It is necessary for the United States at this time to use an unilateral action. The members of the Department of State of the United States are considering the advancement of these programs through the United Nations organization. The Korean War incident is a decision on the part of the United Nations to put MacArthur in charge of the North Korean economy until it is rebuilt. This is a step in this direction.

And so let us remember what the two cases are at this time. One, the affirmative said that we are in a state of world aggression, that we want to prevent war, that the reason we are at war, or about to go to war is a lack of unanimity of purpose; the way they propose to solve this problem of unanimity of purpose is to change the structure. A structure will not change ideas. They want to split the gap between the world even wider than it is today, force nations to the decisions that they aren't ready to make, and

not meet with the nations which they want to work out their problems with. The negative believes that the unilateral action of the United States and that the cooperative economic support given by the United States is a means of averting the problems until a better solution can be worked out together, in a nation and world organization such as the United Nations.

Second Speaker: Affirmative
Dean Pic'l, Univ. of So. Calif.

Before proceeding with the establishment of the remainder of the affirmative case, let me review briefly that which was presented to you by my colleague, and attempt at refutation that has been advanced by the gentleman of the negative. As you will recall, in substantiation of the first affirmative contention, that the United Nations does not constitute a deterrent to the imminent danger of communist aggression, my colleague pointed out first of all that the record of the Security Council is one of obstruction and stalemate. To this the members of the opposition have indicated two matters, first, look at the success in Korea. Attempting therefore to analyze the situation, indicating the ability of the United Nations to solve such a problem. Rather it is the belief of the affirmative that the success of the United Nations in Korea was due to the self imposed walkout of the Soviet Union in that body, and as John Foster Dulles so aptly points it out, and I quote, "It was a happy sequence of accidents. A condition which we do not expect to exist in the future with the Soviet Union." Also the members of the opposition have said that there is included in the United Nations a provision for this joint or collective action. Undoubtedly the members of the opposition are referring to article 41 and 42 of the Charter, which indicated that the United Nations may take action to stop any type of aggression. But it also indicated that the action which it may wish to take is susceptible to a veto in the Security Council, which the Soviet Union in the past has demonstrated that they are more than willing to do. Secondly, my colleague pointed that the failure of the Security Council may be attributed to the lack of unanimity of purpose within that body. To this the members of the opposition have said nothing. Thirdly, Mr.

Cravitz pointed out that this lack of unanimity of purpose will in the future prevent the Security Council from executing its primary function. This stand the members of the opposition have attacked on the grounds that a change of structure will not bring about a change of ideas or rather of the United Nations." It is upon these two provisions of the United Nations' Charter that we of the affirmative wish to base the legal feasibility of the following plan.

Those nations defined as non-communist being of like mind on a basis of exact equality, an organization dedicated to their mutual interest and delegated with specific powers to perpetuate those interests. Those areas of common interest in which the organization will be given an authority to act by a two-thirds majority of that body are those of the formation of Foreign Policy relative to the tension between East and West, and the creation and the direction of a military force which may prove necessary for the implementation of that foreign policy.

Thus I have presented to you an organization of non-communist nations and demonstrated that such an organization is feasible, and in doing so I take it into consideration the supposed attack upon the part of the negative that such an organization would mean, that all nations must withdraw from the United Nations. This action I feel is quite obvious—desirable.

The second point that I would like to consider is that such an organization could provide the unanimity of purpose necessary for the maintenance of peace and security. Now the principle upon which this contention is based is one that has long been a tenet of political science—that a well organized and united minority is capable of executing greater political power, which is defined as the capacity in any relationship to require the actions of another, than is a disorganized, disunited majority.

Now this principle finds further demonstration in the American Labor movement, for it was the relative weakness of a like minded, but disunited segment that created the necessity for the formation of labor unions. Now that this point should be carried over into international relations is demonstrated by

the testimony of Dr. Harold C. Urey, before the report of the foreign relations sub-committee relative to the revision of the United Nations charter to which my colleague referred. He points out, and I quote, "What we should seek to do is to establish a situation, a power preponderance, where all parties will know what the outcome of any dispute will be, and the weak will not start wars because they dare not, and the strong will not start them because they do not need to." Now that such a power preponderance would be created by an organization of non-communist nations is demonstrated by the testimony of H. Livingston Hart, before that same committee. He points out, "an organization of non-communist nations possessing over 80% of the industrial capacity of the world, and 66% of its population would be better equipped to create and successfully maintain an unquestioned world preponderance of power." Now the days of balance of power are passed; it is only by the creations of the situations of strength that we can hope to prevent communist aggression, and this need not be considered as contrary to the United Nations, for it can well work as a supplement to that body. It can provide the atmosphere in which the communist nations realize the necessity for all out cooperation within that body. For as Goodrich and Hambro so aptly put in their book, **The Charter of the United Nations, Commentary and Document**, to which my colleague also referred, "If the United Nations is to achieve the maintenance of international peace and security, it is clear that first emphasis must be placed upon preventative, not enforcement action." Therefore, we see that by this creation of a situation of preponderance of power, such an organization would provide unanimity of purpose necessary for the maintenance of peace and security.

Now the final point I would like to consider is, that additional benefits might accrue from this formation. First, in the case of a foolhardy communist aggression, in the face of this preponderance of power, there would be in existence at the time of aggression a well organized and integrated military force. Now the effect of this force immediately following aggression would be far superior to the confused and

conflicting bunglings of individual nations in their attempt to prepare for defense. Secondly, as Will L. Clayton, vice-president of the Atlantic Union Committee pointed out in his testimony before the Foreign Relations committee, "It would present to the whole non-communist world an aggregation of military, economic and spiritual strength that would be so great that there would be just like a magnet to those people. They would gravitate toward strength and power as weaker nations have always done. They would recognize the strength of this union. Now if the members of the negative are actually sincere in their desire to consider the future of such countries as Yugoslavia, China, and so forth, they must agree with us that the creation of this large preponderance of power would draw those countries to the non-communist nations, whereas in the past because of the creation of a well organized communism, a minority in the Communist group have drawn themselves into that sphere. We see that this question would be an attempt to draw them to the other side; and thirdly, it would be considered as the first effective step toward the creation of international authority and sovereignty by its ability to exercise and enforce delegated powers. Thus we see that such an organization is feasible; it would provide the unanimity of purpose necessary in the maintenance of peace and security, and additional benefits might accrue from its formation. And therefore an organization of non-communist nations would tend to avert further world conflict, and therefore, since the United Nations does not constitute a deterrent to the imminent danger of communist aggression, and since organization of non-communist nations would tend to avert further world conflict, we of the affirmative ask that you concur with us.

Second Negative Speaker Constructive

Howard Privett, Pepperdine

Thus far in this debate today, the gentlemen of the affirmative from the University of Southern California, have proposed to us an organization to bring peace. An organization to stop war, and yet throughout this debate they have done one

thing; they have proposed a balance of power, and at the outset of my speech I would like to emphasize to you that peace has never been obtained by balances of power, by blocs between nations. For a short view of history on that, we might go back and look at the first world war; also remember the Holy Alliance; it was originally set up to bring peace; It was supposed to be a mighty bloc, a bloc of power that would bring peace. Did it bring peace? No, it did not. As we look through history this has always been true, and yet the closing words of the last gentleman of the opposition was this: by creating a strong organization we will attract more countries to our side, to the non-communist side, so that we would have a greater balance of power to bring peace. Before we can accept this attitude we would like some proof from the gentlemen of the opposition that these blocs do bring peace, and that human nature and the mores of the races of the world changed so that by preparing for fighting we prepare for peace.

Let us now go into the aims set forth by the gentlemen of the opposition when they said that first the United Nations does not bring about a deterrent for Communist aggression. The first thing that they proposed on this subject was that the veto within the Security Council has brought about a record of stalemate, of stopping of action that could prevent aggression, and so on. You notice that they have continually striven and driven upon the point of the Security Council. They didn't mention the powers of the General Assembly. They seemed to assume that the Security Council is the only member of the United Nations. My colleague pointed out to you that there is a certain section within the Charter of the United Nations which calls for separate or joint action. This was not article 41 which deals with the Security Council but is found in the General Assembly. It says that they can have joint or separate action as approved or recommended by the General Assembly without the approval of the Security Council. This we admit is not direct action by the United Nations as a whole, for separate action would be separate action by the individual nations with their approval. But, it would not

be doing away with the United Nations, for it is separate action such as we took in Korea, which you know could have been blocked after it was once started by the United Council. If it was action as a whole for the problem of the administering of the campaign in Korea it would have had to have gone through the Security Council, and could have been vetoed then. But, it did not; it had the approval of the General Assembly and such action as this can be taken. We also have to take into consideration that we have unilateral and bi-lateral treaties such as the Atlantic Pact, the council of foreign ministers, and such other things as this which can bring about a military preparedness. They have gone into their plan saying, Well, there is a lack of unanimity of purpose, the Security Council has achieved nothing, we don't have a general aim toward peace. And so they propose a new organization. This organization finds its legal feasibility through Article 52 which says that they can have regional agreements as long as they agree with the scope and the purposes of the United Nations. Now I wonder if an international organization would be a regional organization. I wonder if this would fit into the legal definition of a regional organization, or if it would not be in effect a new organization. For when this organization is founded and set up it must have money to back it; it must have troops within their armies before it can build up its huge blocs; what is this going to do to the commitment that these countries have made to the United Nations? In effect it is going to say, We're through with the United Nations. Sure we will let you exist; we will let you exist like the League of Nations did—without any power, without our cooperation, and with us being there only in body and not in spirit. Does this bring about unanimity of purpose? Does this bring about assistance for peace? My colleague pointed out to you, in the last of his constructive speech that one of the general aims in bringing about peace was economic and social advancement. This new organization that is being set up by the gentlemen of the opposition today is one that is based purely on military matters and military concern. We wonder if a person who is starving such as

many of the nations of the world, like India and so on are,—if they are going to gravitate and go over to this western bloc of nations if they offer to them only military protection. We feel that they are not. We feel that we need something far more reaching than that, and that is why we have our Marshall Plan, and European Recovery Program, and our loans, and yet if we would drop completely from the United Nations, and would not even give a token through the United Nations, even this would be destroyed. For they say, "Well, they are working outside of the United Nations to bring us this economic aid because it could be blocked by Russia; and then they say they are getting out of the United Nations, now with all their military aid because it might be blocked by Russia. Then they stay in the United Nations? Everything the United Nations has to offer we can get from this new organization and in effect it would destroy the United Nations in spirit and legally, too. We would wonder as we go on into several other things that have been said, what the advantages of this new program or plan would be. They say it would bring about a bloc of Nations to bring about peace. Well, I have already asked the question, when do blocs bring peace? And then in proposing this new plan, it seems that they have set up the structure of it, but they actually haven't dealt with the matter of how we are going to get our armies. Where are they going to come from? and will the nations that can contribute these armies and the money to support these armies join such an organization. Now how is their organization built? First, it was to be built of all nations outside of the Russian sphere of influence on a vote of equality, each nation having an equal vote. What nations of the world today are capable of supporting an army, of giving arms and giving money to such an organization as this? Well, the first, and the outstanding one, and, I believe, the only one we need to deal with today, is the United States. Would the United States join such an organization? We do not feel that such a program as they are advancing is practical today. It is not practical if we look at history and the record of the United States; we have not been a nation that has been wil-

ling to go into an individual organization and give up our sovereignty. To let the other nations of the world dictate how the money will be spent for the arms program. Even in Korea we sent our military forces over there, but note this: we have only backed it since MacArthur has been in command. We've given more supply to it and we have backed MacArthur; we refused to send troops and other such things into such countries as Palestine, Greece, our actual armies, if we could not be in command. In other words, even in the founding of the United Nations we refused to give up our sovereignty. The United States wanted the veto as well as Russia and the rest of the nations. Is it practical to assume that we would join an organization in which we would have only an equal vote with such countries as Bolivia, France, South Africa and other such countries? I do not believe that it is. I believe that our past record has proved this, and I do not believe that the organization could exist without the support of the United States.

Now let us look at a few of the other things and see actually what they have tried to propose to us today. First, they say that we will have to build up something that is conducive to world peace. We have to bring about a unanimity of purpose. This comes only through the changing of the mores of the people. The mores are not of unanimity. As I proceed with the establishment of the affirmative case and the plan which is to be advocated by the members of the affirmative, I feel that this point will be straightened out for you. Also the members of the opposition have stated that certain, quote, "border line countries, such as Czechoslovakia, and Poland would be driven into the Soviet sphere of influence by the creation of an organization of non-communist nations." We feel, however, that the members of the opposition in referring to these two countries as border line countries are not taking issue with the members of the affirmative, but with the United States Senate. Its report of September 1, 1950, indicated that these two countries are already within the sphere of Soviet influence? Now at this point let me proceed with the establishment of the affirmative case. The presentation of our second contention, that an organization of non-

communist nations would tend to avert further world conflict. In presentation of this contention I would like to show three things. First, that such an organization is feasible; secondly, it would provide the unanimity of purpose necessary for the maintenance of peace and security; and three, additional benefits might accrue from its formation. Now in consideration of the first point—that such an organization is feasible—I would like to begin by quoting two sections from Articles 1 and 52 of the United Nations Charter. They are as follows:

"Article 1, the purposes of the United Nations are to maintain international peace, and to that end to take effective collective measure for the prevention and removal of threats to peace," and Article 52, "Nothing in the present charter precludes the existence of regional arrangement or agencies," which may perhaps be those referred to by members of the opposition, "for dealing with such matters relating to the matter of international peace and security as are appropriate for regional action, provided that such arrangements or agencies and their activities are consistent with the purposes and principles changed by structural changes, but merely by proof that we are giving people something to build human decency on, and yet they proposed military alliances. Secondly, we want to build upon this unanimity of purpose cooperation, and yet we would break away from United Nations in social and military reasons and render the United Nations ineffectual and more or less defunct.

Then what are we proposing today? We are not proposing something that would bring about a unanimity of purpose to promote peace, but we are only trying to win a war, and the war is not actually in existence. Then that is the question—are we stopping war by fighting a war, or are we trying to get peace in the world today?

First Negative Rebuttal

**First Speaker, Don A. Ruston,
Pepperdine**

In considering the refutation I should like for us to consider the affirmative propositions as they have come to us. First, the need the members of the opposition have set down and the resubstantiation of that need by the members of the affirma-

tive team. They have told us first of all that because of obstructionist tactics in the Security Council, that the United Nations organization was an ineffective deterrent to Communist aggression in the world today. The obstructionists tactics that they spoke of were a number of tactics that different nations have used to stop actions or legislations from going through that they did not want passed. The members of the opposition only spoke about the obstructionist tactics used on the part of the Soviet Union. They have failed to recognize that the United States uses these same tactics, that Great Britain, France, and many other nations use these tactics. They have failed to recognize that in any organization that is democratic in principle there will be nations with differences of opinion, and when there are differences of opinion, these different structural means will be used to get what each nation wants. In our own Congress, for example, you could find the same obstructionist tactics. The members of the opposition before me said there were obstructionist tactics, therefore, we needed to do away with them. They have not demonstrated in their own organization where such tactics would be eliminated. In relation to this, let's consider what they said about their plan. They said disorganization would be established on, we quote, "exact equality." Can you imagine the United States Government joining an organization with exact equality with India, with Brazil, with the other smaller countries of the world? Can you imagine such a country as Chile commanding the United States to give her \$400,000,000 in aid of one type or another? Can you imagine the United States joining such an organization with this equality?

Secondly, let's consider what would be accomplished by this action. Today we have in the world what is known as the Atlantic Pact. A pact between nations promising military aid, supposedly to build up this preponderous organ of strength. Now the United States today is admittedly by the members of the opposition the nation with the power, the nation with the resources. What they hope to do by reorganizing this new international group and bringing it together is not quite clear. Because the United States is

the only nation that is capable of rearming these countries. They are doing that on a unilateral basis not economical, as far as collective security, they have established the Atlantic Security Pact. It is not clear yet what advantages this organization would have over that type of arrangement; and secondly, it is certainly not conducive to our thought that the United States would have joined this on an exact basis of equality. And if the organization is going to be dictated to by the United States, certainly no country like India, as she pointed out under the Marshall Plan, is going to come under an organization where she would be subject to the dictates of the United States. India made that clear. Then the members of the opposition said that certainly it stands to reason that if we have an organization, that it is going to be more effective than, we quote, "the confused efforts of the nations today." The only confused efforts of the nation today is in what should be and what should not be. And among those nations where that is a common idea about what should exist, there is no confusion, and no effort on the part of the United States and Great Britain, on the part of the United States and France, and other countries. The economic development of these countries has proceeded, we have made advances in stopping Communist aggression, we have not opened the gap wider between the Soviet Union and the United States. We have not caused a world war to become more imminent than it was before, by making this split.

The last point I should like to consider is that the members of the opposition told us that the United Nations organization first, would not be able to dictate to this organization. The last point they said in their last speech was that this would work along with the United Nations, the United Nations charter provides specifically that no regional organization may exist unless under the dictates of the Security Council of that organization.

First Affirmative Rebuttal

James Cravitz, U. S. C.

Whenever a debater attempts to listen to the arguments presented by his opposition he tries to analyze these arguments so that the

dictomy first examined, the logical weaknesses of those arguments, and secondly tries to find factors which aren't exactly empirically truthful. Unfortunately for the world, I might point out at this time, many of the arguments made by the members of the negative fall into either or both of those categories. Particularly the general theme of the negative which has been consistently and constantly that of the United Nations, without saying so, for they dared not, has prevented war. It might go something like this if we were to construct a syllogism. One, the United Nations has been in existence for five years; two, we have been out of war for five years; three, the United Nations caused us to be out of war. The first thing I learned in a logic class was something about **post hoc ergo propter hoc**, (I took Latin to find out what it meant,) but it simply seems to me that what the gentlemen of the negative are confusing for a time correlation, or rather using for a causation, is merely a time correlation, and in further examining this let us examine exactly what they have said.

They have said first of all, or made reference to the powers of the General Assembly. I would like to refer to the United Nations Charter and see exactly what the powers of the General Assembly are in regard to military matters. Article 42 says, "Should the Security Council consider that the measures provided for in Article 1," which is non-military, "would be inadequate or proved to be inadequate, it may take such action by air, sea or land forces as may be necessary to maintain or restore international peace and security. Such action may include demonstration, blockades, etc." The Security Council, the gentlemen of the negative have made reference to the powers of the General Assembly, and yet they have never shown us where these powers exist. However, if they are going to propose a plan, let us examine Article 109, Section 2 which says, "An alteration of the present charter recommended by a two-thirds vote of the conference at the General Assembly shall take effect when ratified in accordance with their respective constitutional processes by two-thirds of the members of the United Nations, including all

permanent members of the Security Council." In other words you can't even change the darn thing unless you get Russia out of it. And what have the gentlemen of the negative said? Well, we have succeeded in showing, in economic and social matters, the Marshall Plan and other United States unilateral actions, other joint action of non-communist nations, that the United Nations has succeeded in bolstering up our economic strength in Europe and elsewhere. In regards to their reference that the organization wouldn't be practical because the United States wouldn't join, (I had to make reference to this) but I would like to point out that Senate concurrent resolution No. 57, where the North Atlantic Pact is proposed by many members of Congress, supported by a large segment of this country, is almost precisely in principle what we of the affirmative have proposed today. The question of whether we would join or would not join does not necessarily count in this debate. We are debating whether we should or ought to be. But there seems to be a strong feeling in this country for just such an organization. Then the gentlemen of the negative said, "our organization would destroy the economic and social good of the United Nations." Well, I have referred to that before. But let me ask the gentlemen of the negative exactly what has the United Nations with Russia, present. Russia has only belonged to four sub-organizations, none of which, including such things as UNESCO, and the Rehabilitation organizations of the United Nations,—what, I ask again, have the Communist nations accomplished within the United Nations? Every great action that has been taken by the United Nations since its inception, has been taken only by the non-communist nations. The gentlemen of the negative said the structure of the United Nations is strong enough if the purpose is satisfactory.

My colleague made reference to Article 1 of the Charter which speaks about the maintaining of peace and security. If the unilateral action of the Soviet Union is conducive to peace and security, then, frankly, I think the whole group here ought to quit debating because we can all see that it is not. They said that we can't change

the mores through structure. I believe that my colleague referred to this several times. That with the singleness of purpose, the destroying of the conflict between the East and the West, that the non-communist nations by definition are united, we need no change in mores.

Second Negative Rebuttal **Howard Privett, Pepperdine**

We need no change in mores to have a unanimity. I wonder if peace will come if we only have a unanimity of purpose between the western powers and then another unanimity between the eastern powers. Is this peace? Isn't this what we're supposed to be debating? In some way to get peace? They say that the non-communist nations with the communist nations so there is unanimity of purpose within these blocs of nations. How will nations making the blocs stronger bring about the end of war? They still haven't shown us how they can get peace, how they can get understanding, how they can promote better conditions by building blocs of power. They've never given us an example of where blocs of power actually created peace for any length of time. They've said several things that have been very interesting to me. For instance, they have said the United Nations has not prevented war. They want an example that she has prevented war. Well, due to my recollection of past history, it seems that possibly they have prevented war in the fact that we haven't had any large scale wars, and yet the conditions, if we look at them, might have been conducive to world war. Look at 1947, Russia had more power, we were disorganized in our military forces and we were scrapping all of our supplies, and so on. Why didn't she bring war then? Perhaps the United Nations stopped it. Perhaps something else stopped it, but we cannot say the United Nations did not stop it. If the two were sitting at the same table, if they were having their battles with words, who is to say the United Nations did not stop war? Certainly we've had vetoes, we'll admit we've had vetoes; we've had stymies, but how many of those stymies that have come about have actually prevented open hostilities? Would hostilities have happened if the veto hadn't been there? If Russia couldn't have

stopped something that was being put through by the western powers. Or, as far as that goes, if the western powers couldn't have stopped Russia. We think that war most possibly and most probably would have happened. Peace and understanding and prevention of war does not come by carrying a rifle. It comes by talking out something, by discussing it, by having your verbal battles.

Now they've said that the United Nations can't change, that it is dictated to by the Security Council. Well, perhaps you read in the newspapers yesterday morning, how Russia has vetoed the proposals or the recommendations of the Security Council for a new president. They vetoed Trigby Lie, and at the present time it seems that they can't get a new president. And yet you can see that the organization could not exist without a president. They recognized that, and so they are going back into the Charter, and by a two-thirds vote they're going to amend their procedural matters in such a way that they will change this clause which says, "The security council must make recommendation with the admittance of new members for the appointments of officers and all procedural matters." They are changing that, "that is in the process of coming about; it is something constructive that is happening, and that would permit other nations to come in without being vetoed. It hasn't happened yet. No, but it is in the process of happening. We believe that it is in the strengthening of the United Nations, and we believe that the United Nations is capable, and this is a token that it is capable of bringing peace and understanding.

They said that their plan is practically the same as the Atlantic Pact. Then why do we need something new for military strength? We say that the military alone will not bring peace, and until we have proof that it will, we believe that the United Nations should be supported, because it is bringing about conferences, and conferences bring peace and not war., as do arms and armies.

Fourth and Final Speaker **Dean Pic'l, Univ. of So. California**

Viewing the two cases as they stand at this point, I would like to consider those arguments which have been advanced by the mem-

bers of the negative which may be construed to be their most salient points. The first of these being the statement that never has a balance of power been successful in preventing war. I'm in full agreement with the members of the opposition, in fact, I even said so in my original constructive speech when I pointed out that the days of balance of power are passed. But, I ask you, is the situation where one group has 80% of the individual capacity of the world, and 66% of its population, look like a balance of power? I don't believe it does. I believe it looks more like a preponderance of power. It's a situation that might be comparable to a man standing four foot four weighing fifty pounds attacking another man standing six foot six weighing 220 pounds. Or my little colleague taking on both Mr. Privett or Mr. Rustin at the same time. It isn't a balance of power that this would organize but a preponderance of power, and we know that a weaker nation does not start an attack against a larger one when it knows, when it can look at the facts, when it can see 80% of the industrial capacity of the world and 66% of its population on the other side; A nation knows better than to start aggression under that sort of a situation. Now the members of the opposition have also made a point that the General Assembly has power to take action. Well, just between you and me, and the door post, the members of the opposition just don't know what they are talking about, because it is not in the United Nations Charter. The General Assembly is not capable or able of taking action for the maintenance of peace and security without the approval of the five permanent members of the Security Council. They point to Korea; what happened in Korea? The General Assembly made recommendations which were put through the Security Council, and they were not vetoed because of the absence of the Soviet Union. Also they made the statement that such an organization would have to be susceptible to authority by the Security Council. Once again the members of the opposition are talking way above themselves, because Article 52 of the United Nations Charter provides for the existence of regional or collective agencies such as are advocated by members of the opposition without any authority or

jurisdiction by the Security Council. It can exist beyond, above, and without approval or jurisdiction of that body. Now, they say, "How are you going to have unanimity of purpose within that body? How are you going to stop the aggression of the Soviet Union? Because of the specific and limited purposes of the non-communist organization. Because of the unanimity upon one specific issue, of halting communist aggression, it would be possible for them to take action without the veto by the Soviet Union. Also they stated that we have been able to accomplish things with the existence of the United Nations by unilateral agreements by the United Nations. Well agreed by the members of the affirmative, by unilateral agreements, by the United States with other countries above, beyond and outside of the United Nations.

Now let me review the case as presented to you by the Mr. Privett and myself. We pointed out, first of all, that the United Nations does not constitute a deterrent to the imminent danger of the Communist aggression. We pointed out that the record for the Security Council is one of obstruction and stalemate. I'm sure that you all are cognizant of that fact. Secondly, we pointed out that this failure can be attributed to the lack of unanimity of purpose within that body. It's a household by-word that the United Nations has failed, because of the inability of the Soviet Union and the Western group to cooperate, and we also pointed out that this lack of unanimity of purpose will in the future prevent the Security Council from executing its primary function. I'm sure you realize the inability of the United Nations to take effective action to stop aggression when it is susceptible to veto by the Soviet Union. Secondly, we pointed out to you that an organization of non-communist nations could tend to avert further world conflict. We pointed out that such an organization is feasible, and I am sure you will agree with the fact that it can be existent under the United Nations Charter. Secondly, we pointed out that it would provide the unanimity of purpose necessary for the maintenance of world peace. I'm sure that you can see that this organization would be able to effect collective steps because of its large preponderance of power to stop

Communist aggression; and we pointed out that additional benefits might accrue from its formation. I am sure that you can see how it would be a very constructive, effective step in the case of aggression and, therefore, we ask you to concur with us that the non-communist nations should form a new international world organization.

NEWS NOTES and PERSONALS

Tom Houston of Southeastern State College, Oklahoma, has grasped Opportunity by the forelock and will hold the Savage Forensic Tournament March 22, 23 and 24, the days just preceding the National Convention of Pi Kapa Delta at Stillwater, Oklahoma. This action will enable a large number of chapters, which can take the extra time, to attend two tournaments on the same trip. The present outlook is that the Savage Forensic will have a record attendance this season which is its Twenty-second.

The Central States Speech Association Convention will be held at Milwaukee, Wis. April 20-21, 1951.

The Western Speech Association which has just concluded its 1950 sessions has under consideration a move to change to a Spring Convention such as the Southern Central States maintain. The Tournament was left, however, to be a fall meeting. The Western is scheduled to return to San Jose in 1951 the facilities there being especially pleasing.

The Fourth Annual Ohio Discussion Conference was held at Ohio State University school Nov. 30 and Dec. 1, 1950. Dr. William Utterback, director of the Ohio Discussion Service was moderator. The general topic was: How should the United States prepare to defend itself in the present world crisis? The University School provided housing and served a banquet for the guests.

The Ohio High School Speech League bought enough copies of the September issue of Speech Activities to distribute one to each of its member high schools free. The issue has a debate on the Welfare State held at Ohio State University with the Scottish debaters, and other helps on the high school subject.

The November issue of the Forensic News of the Michigan High School Forensic Association gives its high school schedule with the pairings for each date and a long

list of approved judges. The names of the high school directors or debate coaches are also given.

Grinnell College, Iowa, has resumed debating this year after a period of inactivity.

The Third Ohio Conference for Speech Education was held Oct. 14, 1950, at the Deshler-Wallick Hotel, Columbus, Ohio. Four state speech organizations cooperate in this annual meeting—the College speech Teachers, the High School Speech Teachers, the High School Speech League and the Association of Speech and Hearing Therapists.

The Minnesota High School Speech League is getting away to a running start this season, having already issued bulletins in September and October. The September issue carried the rules for the various activities, including debate. The October issue contained early season preparations.

The Scottish-British International Debaters are with us again with views of the United Nations and the Welfare State. On the latter subject they ought to know as they about as nearly have one as any country.

The season for debate clinics is practically passed by the time we are writing. Most states had at least one, and we note that Ohio had three at three different colleges.

Judging from Senator Taft's race produces abundantly. We thought California was good at this, witness the approximate one million victory over a Roosevelt, but we take off our hats to Ohio.

March 16-17 are already set for the Ohio High School League finals.

The Ohio High School Activity Association is now sanctioning high school activities upon application.

The Southern California Debate League begins the season with a membership of 19 high schools and has a year's program mapped out, climaxed with the NFL Convention at Pepperdine College in Los Angeles June 24 and 29.

Mrs. Juliette V. Venitsky, former University of Redlands Co-ed debater, is the new high school debate coach at Excelsior Union High School at Norwalk, California, this season. Other new coaches have appeared in the SCDL high schools. Cecil Stephens at Glendale H. S.; Bob Kuykendall, Grossmont Union H. S.; Mrs. Sylvia Gaustad, Hamilton High School, Los Angeles; and Mr. Richard Jenkins, Santa Monica Union High School; and Ralph Ar-

nold, Beverly Hills High School.

A most successful Speech Clinic was held at the Los Angeles City College Oct. 14 by the Southern California high schools and colleges. Both the high school and college specimen debates were recorded.

Michigan High School Forensic League has a new director this season. His name is a distinguished and literary one: Hayden K. Caruth. He succeeds Lawrence Grosser. We find on looking over their Forensic News bulletin that Michigan also had three clinics this fall. Professor Forest A. Roberts will be in charge of the debate schedule of high school debates in the upper peninsula. At least twelve high schools are expected to participate.

The University of Michigan is sponsoring Demonstration Debate tours for the Michigan high schools. Mr. Alfred Storey, Coach of Debate, Department of Speech, University of Michigan, Ann Arbor, is in charge of this service.

Temple University (Philadelphia) is installing a chapter of Delta Sigma Rho.

Seymour L. Vinocur has taken a position in the Speech Department of Pennsylvania State College. He was formerly at Nevada University and Washington University.

The University of Houston (Texas) held a sort of Extemporaneous debate tournament November 3, 4. The debaters were allowed one hour to prepare their cases after drawing one of a poll of about 20 propositions.

Class A Debate was won by Muscatine High School, Iowa, in the state-wide contests last March, with University High of Iowa City taking the Class B championship.

The Minnesota State Debate Tournament is set for February 10.

The second annual Parliament of States is scheduled to be held July 4 to 7, 1951, in the new Ohio State University Union Building.

Resolved, that Liberty is threatened by the Welfare State was debated October 7 between the Scottish debaters and Ohio State University debaters. It was a split team affair—each team composed of one Scot and one Buckeye debater.

Oklahoma A. and M. will be the host college for the 1951 Biennial Convention of Pi Kappa Delta March 25-29 at Stillwater. Professor Harry H. Anderson will be the actual host in behalf of his college.

Pi Kappa Delta, according to an announcement of its National Sec-

retary, Prof. S. R. Toussaint of Colorado State College, Greeley, has recently passed the 25,000 membership mark. 15,567 of these members have purchased keys. At A. & M. graduates were once required, according to the Pi Kappa Delta Forensic, to give senior orations as part of commencement exercises. The senior who gave the best speech was rewarded with a medal. Recently these medals have been returned to A. & M. and hang in a place of honor inside the entrance to the library. Visiting Pi Kaps are expected to give this exhibit a careful once-over because of its significance to Speech contestants.

The October issue of the Forensic of Pi Kappa Delta carries an interesting illustrated write-up of Oklahoma A. & M. College, where it will hold its convention next March.

The Wisconsin High School Forensic Association News Letter put out by Robert H. Schaet of the University of Wisconsin Extension Association deserves high commendation—especially the Coach's Copy of the September 1950 number. It contains the rules and regulations for the various activities, and much valuable information and handbook material. The records of the high school districts for last year are included with several pictures of teams and contestants.

Prof. Thorrel B. Fest, Director of Forensics at the University of Colorado, Boulder, is doing graduate work at the University of Wisconsin this year. He has been granted a fellowship in Speech for the academic year. During his absence, debate at Colorado will be carried on by Stanley B. Wheeler, Assistant Director of Forensics, and Prof. Carroll P. Lahman, who last year was at Pasadena College.

Mr. James P. Dee is also assisting in the Colorado forensics program. He recently received his M.A. from the University of Missouri.

Prof. Ray deBoer, formerly at Dakota Wesleyan, will be in charge of the forensics program in the Junior College of Colorado State College of Education.

Dr. Earl E. Bradley succeeds P. Merville Larson as Director of Forensics at the University of Denver. He has gone to be Chairman of speech at Texas Technological College at Lubbock, Texas.

Anton Hagglund is the new director of debate at Whittier College, California.

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